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ABSTRACT

The final report, over half of which consists of appendixes, describes a three-phased career education program serving 40 gifted and talented Texas high school seniors, that combined guidance, mentoring, and on-the-job training. Phase I, Guidance Laboratory Experience, featured self-investigation and evaluation, career exploration, resource speakers, isolation of career areas, and mentorship interviews. In Phase II, Mentorship Laboratory Experience, students were placed in observer roles in specialized areas identified during Phase I. Phase III, Internship Laboratory Experience, placed the students in work experiences in the business sector. (Author/DLS)

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Career Education for Gifted and Talented Students

A triadic experiment in education

by

CHRISTOPHER BORMAN, SHARON COLSON,
MARY KATHERINE EVERS, DEBORAH JAMISON, BETTY CUMMINGS MAYFIELD,
WILLIAM R. NASH, JOHN C. PATTERSON and SUSAN ZGLICZYNSKI

FINAL REPORT / JUNE 1978

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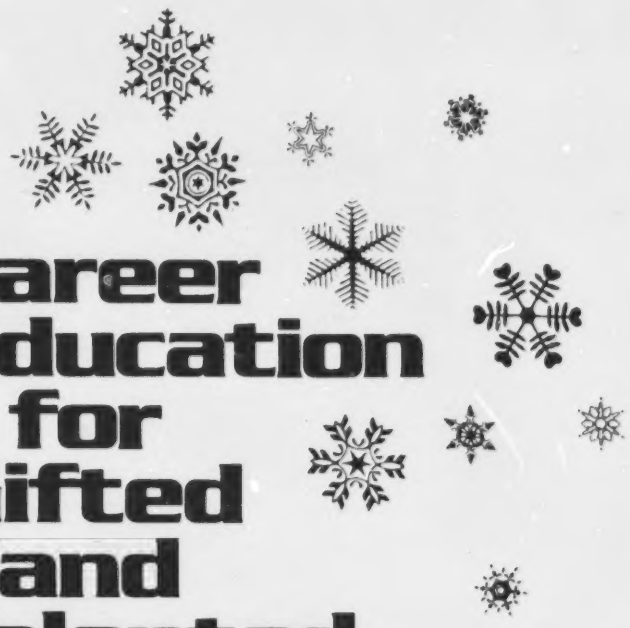

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funded by the

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July 1, 1977 through June 30, 1978

Career Education for Gifted and Talented Students *A triadic experiment in education*

Acknowledgements

The project staff wishes to express its appreciation to A&M Consolidated Independent School District in College Station, Texas, and to Corpus Christi Independent School District in Corpus Cnristi, Texas, for their vision in entering into the project. The administrators, counselors and other professionals associated with the research were tremendously helpful in the achievement of goals of the project.

Many people contributed to the success of the project so that it is not possible to list them all. Certainly, the project staff and participants are especially grateful to the professors at Texas A&M University, Corpus Christi State University, Del Mar Community College, and to the various businesses and agencies that made spaces in their daily schedules for the career development of gifted and talented high school seniors.

* * * * *

Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals regardless of race, color, religion, sex, national origin or educationally-unrelated handicaps.

* * * * *

DISCLAIMER

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U. S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

Preface

Forty high school seniors, 20 from A&M Consolidated High School in College Station, Texas; and 20 from Ray High School in Corpus Christi, Texas; participated in a three-phased career education program for gifted and talented students. Designed to combine the public school, the university and the business sector as classrooms for learning, this triadic model has combined guidance, mentoring, and on-the-job training as an alternative approach to serving the unique career development needs of this special population.

Project Co-Directors:	Christopher Borman and William R. Nash
Associate Director and Principal Investigator:	Sharon Colson
Research Associates:	Betty Cummings Mayfield and Mary Katherine Evers
Intern:	Deborah Jamison
Secretaries:	Cecilia Missura and Doris Gutcher

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Faculty Exchange Box H
College Station, Texas 77843

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6. FINAL REPORT: [X] YES [ ] NO

7. BASIS OF REPORT: [X] CASH [ ] ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year): FROM 07 01 77 TO 06 30 78

9. REPORT PERIOD (Month, Day, Year): FROM 01 01 78 TO 06 30 78

10. STATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES (1)	(2)	(3)	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported							$27,435.16
b. Total program outlays this period							62,901.44
c. LESS: Program income credits							-0-
d. Net program outlays this period							62,901.44
e. Total program outlays to date							90,336.60
f. LESS: Non-Federal share of program outlays							8,262.60
g. Total Federal share of program outlays							82,074.00
h. Total unpaid obligations							-0-
i. LESS: Non-Federal share of unpaid obligations							-0-
j. Federal share of unpaid obligations							-0-
k. Total Federal share of outlays and unpaid obligations							-0-
l. Total Federal funds authorized							82,074.00
m. Unobligated balance of Federal funds							-0-

11. INDIRECT EXPENSE. a. TYPE OF RATE (Mark box)
[X] PROVISIONAL [ ] FINAL
[ ] PREDETERMINED [ ] FIXED

b. RATE: 49%

c. BASE: $31,883.92

d. TOTAL AMOUNT: $15,623.12

e. FEDERAL SHARE: $12,939.29

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME: Richard Moore
TITLE: Associate Director
TELEPHONE: AREA CODE 713/846- NUMBER 7731 EXT. 250

SIGNATURE OF AUTHORIZED OFFICIAL: Richard L. Moore

DATE REPORT IS SUBMITTED: 10-10-78

HEW 601T

Career Education for Gifted and Talented Students

A triadic experiment in education

Career Education Program
Project Performance Report

1. Project Number: 554AH70601
2. Grant Number: G0077C0045
3. Nature of Report: Final
4. Project Title: Community-Based Career Education for Gifted and Talented Students
5. Period Covered by this Report: July 1, 1977 to June 30, 1978
6. Category of Project: Populations
7. Names of Project Co-Directors: Dr. Christopher Borman
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9. MAJOR ACTIVITIES

I. Process Objectives

The major accomplishments under each Process Objective are listed below.

Objective No. 1

> Utilization of the materials and methods developed during the exemplary year's project in establishing a community-based program for gifted and talented students.

The first year's funding provided materials and personnel for developing implementation procedures, student identification methods, and an effective evaluation plan. Further, the three-phase model provided for limited community involvement. From this experience, the project staff expanded and built on the existing base of knowledge and techniques.

As soon as notification of funding was received, a meeting was conducted between the A&M Consolidated School District's staff and the Center's project staff to begin planning the most appropriate method for establishing a community-based program. It was decided that the most efficient use of the total community could be achieved by operating within the phases' timeframes. Phase I, Guidance Laboratory Experience, could be effectively conducted on the school campus. An appropriate room was available in the Special Services Building and, after inspecting the site, it was agreed that it would be used.

Phase 2, Mentorship Laboratory Experience, was conducted on the campus of the University, but the Seminars (2 hours every three weeks) continued to be held in the Special Services Building. This provided involvement of two segments of the community working together, the school and the university.

Phase 3, Working Internship Experience, involved the business, labor, industry and professions. Students were placed in internship situations within the community with the Seminars continuing to be conducted at the school. Again, two community segments were involved, the private sector and the school.

Thus, a community-based program was organized that drew from the collective expertise of the community in impacting the career development of gifted and talented high school seniors.

Objective No. 2

> Identification of a location for replication activities comprised of varied cultures and life styles for researching the appropriateness of a community-based model with very different demographic combinations.

Corpus Christi Independent School District, Corpus Christi, Texas, agreed to serve as a replication site for researching the appropriateness of a community-based career education model for serving gifted and talented students from minority populations and dissimilar cultures.

No quotas were set on numbers of Anglos, Blacks, or Chicanos that should be included in the program. The intent of the project was to see if the screening criteria would identify consistently regardless of location or ethnic mix. It was agreed that the replication high school would be one with half or more of the student body being from minority populations. Additionally, the control high school would closely resemble the experimental high school so that comparison could be made.

Corpus Christi is located on the Gulf of Mexico in extreme south Texas. The population is a mix of professional, technical, skilled and unskilled labor. Its ethnic backgrounds are largely Spanish surname, some Anglo, some Black. With both resorts and leisure recreation occupations in abundance, coupled with oil, chemical and related industries, and a population in excess of 250,000, it seemed an ideal community for testing the transportability of the model.

Objective No. 3

Refine and redirect the past year's program into a community-based one for demonstration purposes.

The instruments and methods used during the past year were evaluated by the project staff. Revisions were made where previously gathered data suggested needs existed. It was planned, however, to maintain the same schedule of activities as conducted the previous year.

In order to minimize screening procedures, all nominees who were available for testing prior to the beginning of school were tested. Additional nominees were tested after school started. A total of 56 students participated in the screening. Two items used for screening the first year of the project were omitted because a multiple regression analysis of the identification procedures revealed the two instruments did not contribute significantly to the identification of the participants. Items deleted were:

1) Renzuli/Hartman Behavioral Characteristics Scale
2) Past Accomplishments (Information rated on a three point scale from information provided by the nominees).

The identification process was procedurally the same in that students were nominated for participation in the program and then screened through a battery of intelligence, achievement, creativity, and talent measures with selection being based on cumulative point totals (See Appendix A). Areas of screening and instruments used were as follows:

GENERAL INTELLECTUAL ABILITY

The Lorge-Thorndike Intelligence Tests, College Edition, Verbal and Non-Verbal forms, were used.

CREATIVE THINKING ABILITY

The Torrance Tests of Creative Thinking, Verbal and Non-Verbal forms, were administered.

ACADEMIC ABILITY

The Iowa Tests of Educational Development, Reading Comprehension, were administered.

SPECIFIC TALENT ABILITY

Each student identified a talent area and a mixture of testing and expert judgement was utilized. If testing was efficient, such instruments as the Differential Aptitude Test/Mechanical Abilities Test were administered. In the case of areas such as drama and music, auditions were conducted by experts (See Appendix B).

SCHOOL SUCCESS

Each student's cumulative grade average for high school years was recorded from school documents.

The goals and objectives of the Guidance Laboratory remained the same and much of the same reference material was employed. The format of the laboratory was also similar to that of the previous year.

A major change in the current year's program from the past year was unplanned, but has worked to an advantage to such an extent that it is recommended as a procedure to be used by districts seeking to replicate the model. The change occured as a result of screening instruments being lost in the mail prior to selection. Alternate forms had to be administered so that it was not possible to begin the program on the target date. A new time frame was developed that would permit ample identification, screening and selection processes that would provide a schedule coinciding with natural breaks in the school year.

The Guidance Laboratory began at the start of the second quarter of school (November 21) and continued until the Christmas break (December 20). Interviews for mentorship placements began on January 4 with all placements being made by January 13. Mentorship then was scheduled to run from January 16 until the end of the second quarter of school (March 14).

The period from February 28 - March 14 was used for internship interviews with all internships beginning on March 20 (the first day after spring break) and ending on May 12. The changes in the time frame were especially well received by school personnel.

The project ran smoothly and this can be attributed, in part, to the already tested procedures which were used.

That the past year's program was redirected into a community-based program is attested to by the greater involvement of the cooperating school district. During the current project, A&M Consolidated ISD supplied personnel to help the project staff during the identification process, transportation for the students to and from the Guidance Laboratory, physical facilities for the Guidance Lab, and personnel on a daily basis for conducting the Lab phase. The project staff have essentially served as resource and supportive personnel with the local district's taking the bulk of the responsibility for implementing the project procedures.

Objective No. 4

Conduct a second-year study at the past year's site for demonstration purposes using the refined and redirected plan.

Objective No. 8

Encourage visits to the demonstration site by educators from other local education agencies, education service centers, colleges and universities.

Although the basic plan was essentially the same for the second year study, some refinements were made. Materials used in the past year's Guidance Laboratory were evaluated, and some changes were made for the current year's guidance experience. For example, a different series of books for the small group discussions were used and additional reference materials were purchased. The tests administered to the students were also evaluated in terms of the information they yielded, and slight changes were made in the test instruments employed for the pre- and post-student evaluations. Similarly, the questionnaires from the previous year were revised to more precisely measure the effectiveness of the career education program.

The first visitation day to the program for dissemination purposes was conducted on November 17, 1977. Invitations were sent to school districts immediately surrounding Brazos County and to all 20 state education service centers. Forty-two people attended the meeting. A map (Figure 1) indicating areas from which participants attended the visitation and a program of activities are included (See appendix C).

FIGURE 1

VISITATION CONFERENCE PARTICIPANTS

Little Rock, Arkansas
Location of School District, Education Service Center or University who sent representatives to Visitation Day Conference, No. 1
Location of School District, Education Service Center or University who sent representatives to Visitation Day Conference, No. 2

The day was quite foggy with very limited visibility. The following poem was penned just prior to the opening session and was included in the welcome statement by the Dean of the College of Education:

Greetings to you – one and all –
We're glad you've crossed our mall this fall.
Intelligent – that's what you've got to be –
To keep pace with the students assigned to thee.
Foggy was the word this morning –
Tedious driving – Passenger's warning.
Talent must be in your bag of tricks
To keep your program on an up-high fix.
Exciting we hope – this program's a bash –
Planned by Borman & Colson & Nash.
Depart from our shore with our best wishes
That your sea for the gifted has only big fishes.
Now, what I've done with these greetings, you see
its G-I-F and T-E-D

Greetings, Intelligent, Foggy, Talent,
Exciting, Depart – You go with our heart!

Frank W. R. Hubert

A second visitation day was conducted on May 12, 1978. Twenty-one attended the meeting. Figure 1 indicates the locations from which those visitors came. The two visitation day programs were the same but presenters differed (see Appendix C).

The programs consisted of descriptions of the project from the perspectives of the project staff, mentors and internship site supervisors, students, and parents. Ample time was allotted for visitor interaction with those involved in the project and for questions and answers. While all visitors did not complete evaluation forms, those who did showed that the educators believed they had gained an adquate understanding of the project and its operation (see Table 1). Reactions to the visitations were very favorable, and the project staff believe that the demonstrations provided efficient dissemination of information to educators from a fairly large cross section of the state (see Figure 1). It should be noted that information packets were distributed to the project visitors, and many requested additional packets for individuals in their agencies who were unable to attend.

TABLE 1

EVALUATION OF VISITATIONS

Query	November 17, 1977 Statistics	May 12, 1978 Statistics
Adequate description of model for career education	$\bar{X}$ = 3.93 SD = .27 N = 14	$\bar{X}$ = 3.83 SD = .38 N = 18
Understanding of the identification procedure	$\bar{X}$ = 3.64 SD = .50 N = 14	$\bar{X}$ = 3.61 SD = .50 N = 18
Understand the Guidance Laboratory Phase	$\bar{X}$ = 3.71 SD = .61 N = 14	$\bar{X}$ = 3.28 SD = .57 N = 18
Understand the Mentorship Phase	$\bar{X}$ = 3.71 SD = .47 N = 14	$\bar{X}$ = 3.44 SD = .51 N = 18
Understand the Internship Phase	$\bar{X}$ = 3.57 SD = .65 N = 14	$\bar{X}$ = 3.67 SD = .48 N = 18
Contact with the program participants was adequate	$\bar{X}$ = 3.86 SD = .36 N = 14	$\bar{X}$ = 3.50 SD = .61 N = 18
Meeting well organized	$\bar{X}$ = 3.93 SD = .27 N = 14	$\bar{X}$ = 3.89 SD = .32 N = 18
Ample opportunity for questions and answers	$\bar{X}$ = 3.79 SD = .43 N = 14	$\bar{X}$ = 3.47 SD = .62 N = 17
Propose project replicated in my community	$\bar{X}$ = 3.85 SD = .38 N = 13	$\bar{X}$ = 3.87 SD = .35 N = 15

1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree

Objective No. 5

Conduct an in-depth follow-up study of the past year's participants.

Newspaper clippings related to successes of past participants are included in Appendix D. Because of the necessity to reorganize the project time-line due to the loss of screening instruments in the mail during the start-up activities, this objective was minimized since it seemed to be a lower priority than the other project objectives.

It will be completed, however, because it is an interest of

the project staff so that a questionnaire will be administered from other funds even though the project has closed.

Objective No. 6

> Maintain extensive record keeping procedures for identifying materials or approaches that need to be revised or amended in order to be replicated.

The activity at the replication site (Corpus Christi) has followed the model developed last year. The most significant change has been in the time structure of the Guidance Lab and Mentorship Phases. Nominations for the program were solicited the first week of school. The majority of the senior student body had pre-registered for classes last spring. The majority of program participants were in weighted, advanced-placement (AP) classes, such as AP English, AP Chemistry, AP Government, etc. These courses are assigned "extra" grade points, and are advanced in depth and breadth of material covered. Thus, those selected as program participants were faced with several considerations:

a. Credit for participation in the Guidance Lab was non-weighted; students would be lessening their chances of competing for honors based on grade point averages,
b. to continue advanced placement courses on an independent study basis would be difficult for students and teachers,
c. some AP courses are offered only once per year.

At the first meeting, a vote was taken to determine a consecutive two-hour block during the school day that would best accommodate the majority of participants. It was the consensus to meet in the morning; yet the vote was split 9/9 (two non-voters) between periods 1-2 and periods 2-3. Therefore, the time block for the lab was expanded to encompass periods 1 through 3. Thus, all those selected as participants would participate, vis-a-vis nine, one way or the other. The Guidance Lab facilitator found this an excellent arrangement since all students met together as a group and shared experiences as well as meeting for a period in a small group for intensive self and career investigations. This logistical change had more strengths than weaknesses.

Strengths

more opportunity to assess and meet needs of individual students

materials more available for individual use

majority of selected students participated

Weaknesses

less cohesiveness throughout the sequence of lab activities

field trips became unfeasible due to time limitations

The success with the shortening of the Guidance Laboratory Phase of the program and the actual class time covering two quarters of the school year rather than three (as in the previous year) at the demonstration site (A&M Consolidated High School) are recommendations for replication. The time line is listed on page 3. It proved to be well received by all who participated (students, parents, mentors, site supervisors, teachers).

Objective No. 7

> Train personnel in the participating districts in the administration of the program so that local effort can be maintained when funding ceases.

The A&M Consolidated I.S.D. designated one individual to function as principal liaison between the project staff and the school district. This individual was thoroughly oriented at the beginning of the project and participated in all project activities. Specifically, she was trained in the identification procedure, participated in planning the Guidance Laboratory, and assumed major responsibility for organizing and conducting the actual guidance experience. She acted as liaison with the counselors and teachers at the high school, and as a result of her training this year will be able to facilitate the district's administration of the program in the future. Additionally, the Assistant Superintendent for Instruction has been thoroughly acquainted with the operational procedures of the project, and the high school principal and school board members were invited to observe the project activities whenever they desired.

In Corpus Christi I.S.D., through a sub-contract with the district, a full-time staff member was employed to conduct the program. She was trained in the model prior to assuming responsibilities in Corpus Christi. The program provided training to a full-time staff member; plus, she has interfaced with other faculty members during the year so that many persons are knowledgeable of the model in that district.

Objective No. 9

> Develop a handbook based on demonstration experiences that can be used by other school district personnel for conducting career education for gifted and talented high school students.

An implementation handbook has been completed and is available upon request. It provides procedures and materials useful in replication of the project. Copies of the handbook have been disseminated to interested school districts and other agencies as well as to those who attended the visitation conference.

Objective No. 10

> Disseminate copies of the handbook to each state department of education in the United States.

A copy of the handbook will be submitted to each state department of education's director of career education.

II. Learner Outcome Objectives

The major accomplishments under each Learner Objective are listed below. The information is the same for both locations.

At the start of the Guidance Laboratory Phase, several tests were administered to the students to assess their current stage of career development. These tests were readministered at the completion of the project. The results of the pre-post assessments are reported in the evaluation section of this report.

Small groups were formed to analyze feelings, thoughts, and concerns generated by reading pre-assigned sections of awareness materials. Groups consisted of no more than five people so that optimum benefit could be achieved through small group dynamics.

> No. 1
> Participants will demonstrate increased skills in self-investigation and evaluation of their interests, aptitudes, and abilities.

A number of activities during the Guidance Laboratory were directed at facilitating self-exploration in the students. Activities from Olympus' Emphasis: Self were incorporated into the Lab and students took the Strong-Campbell Interest Inventory at the start of the guidance experience. Students were encouraged to examine their abilities and values, and to evaluate career information in terms of their knowledge about themselves.

> No. 2
> Participants will demonstrate increased knowledge of career information.

Reference materials describing various occupations and the world of work were provided in the Guidance Laboratory and students were given independent study time each week to investigate career areas. Students chose two career interests to thoroughly investigate. Career aspects in written reports included job duties, skill/education entry requirements; financial expenditure in preparation for job; occupational outlook; opportunities for promotion, branching; health/safety concerns; and the life-style associated with the career area.

Numerous guest speakers from the academic and business communities were invited to the Guidance Laboratory to share information and answer questions concerning their respective occupations. Additionally, each participant interviewed an individual in the business community to gain information about selected career interests and prepared detailed descriptions of career fields as first and second choices.

Instruments administered and interpreted to the students were:

Career Education Measurement Series (CEMS), Survey
Career Maturity Inventory (CMI)
Work Values Inventory (WVI)
Holland's Self-Directed Search (SDS)
Strong Vocational Interest Blank (SVI).

> No. 3
> Participants will demonstrate increased awareness of economic factors influencing career opportunities.

Information regarding the way in which economic factors influence career opportunities was presented by the guest speakers (mentioned in No. 2 preceding) and by the reference materials.

> No. 4
> Participants will demonstrate increased skills related to job acquisition and retention methods.

Pre-mentorship placement activities focused upon preparing resumes, appropriate job interview behaviors, and skills needed for retaining one's position and for advancement. In addition, one of the references which all participants read provided detailed and specific information concerning job acquisition and retention methods.

> No. 5
> Participants will demonstrate increased skills in career planning and decision making.

Activities from Olympus' Emphasis: Decisions were employed during the Guidance Laboratory to reach and/or enhance the participants' decision-making abilities. Discussions concerning preparation for various careers also focused on the career planning and decision-making process.

> No. 6
> Participants will select a career possibility and demonstrate knowledge of the life style required by the career field, the disposition and personal characteristics necessary for this career, and the responsibilities that accompany the work.

All activities during the Guidance Laboratory were planned with the goal of assisting the participants to select a career possibility to pursue throughout the remainder of the project. The guest speakers provided information concerning life style and personality requirements for various jobs, as did the reference materials and the personal interviews. At the close of the Guidance Laboratory, all participants had selected both

first and second choice career possibilities, and they prepared detailed descriptions of these fields, including necessary life style and personal characteristics

> No. 7
> Special focus participants in visual and performing arts areas will demonstrate increased competencies in their respe[illegible]e career field emphasis areas.

All of the students who chose visual and performing arts career interest areas in the demonstration site (A&M Consolidated High School) were grouped into a fine arts cluster under the direction of the Director of Educational Broadcast Services. The students worked as a team and stayed at the placement during both phases 2 and 3. They produced 2 half-hour specials that were aired over the local PBS channel. While each student practiced his or her own special interest area, they each became knowledgeable of television production processes.

FIGURE 2

A&M CONSOLIDATED HIGH SCHOOL

STUDENT PARTICIPANT PLACEMENTS

Student	Pre-Guidance Lab Interest Areas	Mentorship Placement (All at Texas A&M University)	Internship Placement
**M	Civil Engineering	Civil Engineering Dept.	
***F	Counseling Social Work	Educational Psychology Dept.	Mental Health and Mer[illegible]dation Center
***F	Mathematics Secondary Education	Curriculum and Instruction Dept.	Middle School Math Teachers
*M	Theater Arts	Educational Broadcast Services	Educational Broadcast Services
**F	Education Interpreter	Curriculum and Instruction Dept. Elementary Education	
M	Law Public Accountant	Legal Affairs Office	Lawyer's Office
F	Special Education Fashion Design	Educational Psychology Dept.	Special Education Teacher
**M	Electrical Engineering Electrician	Electrical Engineering Dept.	
**M	Advertising Public Relations	Educational Broadcast Services	
*M	Choir Director Professional Singer	Educational Broadcast Services	Educational Broadcast Services
*M	Broadcasting Performing Arts	Educational Broadcast Services	Educational Broadcast Services
F	Jeweler Commercial Arts	Educational Technology Dept.	Jeweler
****F	Graphics Design Set Design	Educational Broadcast Services	Commercial Artist
**F	Recreation Teaching	Student Affairs Office Student Activities	
*F	Performing Arts Law	Educational Broadcast Services	Educational Broadcast Services
M	Law Band Director	Legal Affairs Office	Child Services Attorney
**M	Civil Engineering Electrical Engineering	Civil Engineering Dept.	
**M	Hotel Management Accounting	Business Analysis and Electrical Engineering Depts. (Joint Placement)	
M	Music Chemical Engineering	Chemistry Dept.	State Chemist
M	Civil Engineering Law	Civil Engineering Dept.	Consulting Civil Engineer

* Fine Arts Cluster Placement for Phases 2 and 3

** Did not participate in Phase 3

*** Did not complete Phase 3

**** Asked to be changed to another placement for Phase 3

FIGURE 3

CORPUS CHRISTI RAY HIGH SCHOOL

STUDENT PARTICIPANT PLACEMENTS

Student	Pre-Guidance Lab Interest Areas	Mentorship Placement	Internship Placement
M	Law/Anthropology Architecture	Psychology Political Science Corpus Christi State Univ.	Law Office
*M	Engineering/Business		
*F	Business/Physical Education/Paralegal	Special Education Corpus Christi State University	
M	Engineering/Law/ Medicine	Electrical Engineering Del Mar College	Engineering Television Station
M	Business/Law/ Politics	Real Estate Del Mar College	Abstract and Title Company
F	TV-Radio/Writing Editing	Speech/Drama Corpus Christi State University	Public Relations Media Services
F	Computer Science/ Law/Business	Computer Science Corpus Christi State University	Computer Services State University
**F	Biology/Drama/ Public Relations		
*F	Fashion merchandising-buying	Marketing Del Mar College	Department Store
***F			
F	Marine Biology/ Zoology/Archeology	Biology Corpus Christi State University	Museum
F	Law/Fashion Buyer	Political Science Corpus Christi State University	County Attorney's Office
M	Business/Law/ Politics	Political Science Dept. Corpus Christi State University	Legal Aid Society
**F	Chemistry/Writing/ Art		
*M	Marine Biology/ Aviation	Marine Biology Corpus Christi State University	U.S. Geological Survey Marine Geology Division
**F	Commercial Art		
F	Medicine/Choreography/ Art	Chemistry Del Mar College	Family Practice Physician
M	Communications/Media/ Law	Speech/Drama Corpus Christi State University	Production Television Station
****F	Oral Communications/ Law/Secondary Education	Speech/Drama Corpus Christi State University	
F	Commercial Art/ Secondary Education/ Computer Science	Art Del Mar College	Art Department City Newspaper

* Alternate

** Participant not completing Guidance Phase

*** Chose not to participate in program

**** Participant not completing Internship Phase

Figures 2 and 3 indicate the progression in career interest areas of the participants at both sites.

10. PROJECT PARTICIPANTS

The numbers included on the Participant Summary were derived from the following groups:

Senior High: All participants had reached twelfth grade standing prior to selection for the project.

Teachers: All regular classroom teachers in the high school who taught one or more of the project participants received a questionnaire at the end of each quarter on each student to try to measure impact of the project and to obtain suggestions for improvement.

Counselors: Six high school counselors worked very closely with project personnel during each phase of the project and were most helpful in serving as liaisons between the high school faculty and the project staff at both the demonstration and replication sites.

Administrators: The project co-directors, assistant director, school superintendents, assistant superintendents, high school principals, secondary curriculum coordinators and the directors of public relations had close working relationships all during the project. Without the enthusiastic support of the schools' administrative staffs, this program could not have enjoyed the success that it has achieved.

Members of the Business/Labor/Industry Community: These people are the internship site supervisors who were willing to provide executive type internships to project participants.

College and University Professors: These people are professors in two universities and one college who provided mentorship experiences to project participants.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
CAREER EDUCATION PROGRAM
PARTICIPANT SUMMARY

NOTE: Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

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NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low income)						OF THE TOTAL (column 6) NUMBER WHO ARE			OF THE TOTAL (column 6) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)				54	6	60		60		28	32
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (nonmatriculated)											
SUB-TOTAL				54	6	60		60		28	32
EDUCATIONAL PERSONNEL											
TEACHERS			2	38	3	43				19	24
COUNSELORS				5	1	6				4	2
ADMINISTRATORS				9	1	10				8	1
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY				30	4	34					
PARENTS				51	11	62					
OTHER (specify): University Professors				25	1	26					
TOTAL			2	153	21	181					

OE FORM 46/ 2-16

11. EVALUATION

Because of budget restrictions, evaluation was a major responsibility of the project staff and not the third party evaluator. However, a third party evaluator (Educational Systems Associates, Inc., 3445 Executive Center Drive, Suite 205, Austin, Texas 78731) was retained to monitor all evaluation activities (see Appendix F).

Project evaluation included both process and learner outcome assessment. Generally, process objectives have been evaluated through on-site records of program activities. Learner outcome objectives have been assessed through gain score comparisons of participants in the replication site (Corpus Christi I.S.D.). Students have been evaluated on pre-post test scores using a repeated measures design at the demonstration site (A&M Consolidated I.S.D.) due to the limitation of a single high school.

Phase I, Guidance Laboratory Experience

In considering the evaluation of experiences, the questionnaires from the Guidance Laboratory Phase are interesting (see Appendix E). For example, students answering the Guidance Laboratory questionnaire from the two project sites were more similar in their responses than different. Speakers, group discussion and field trips were the most highly rated activities. Testing consistently was rated as least beneficial. However, specific comments temper these generalizations. For instance, some speakers were rated as "boring," "uninteresting," "unhelpful," while others were seen as "stimulating and dynamic." The testing itself was not rated highly but many students found the test interpretations valuable. The specific activity that was consistently rated as "most beneficial" among both sets of students was the independent research. "Brain storming" and creative problem solving were seen as beneficial by only 50 per cent of the respondents while the other 50 per cent saw the activities as not beneficial. Again, testing (Work Values Inventory was specifically named) was the only activity reliably rated as nonbeneficial.

Although the groups were generally the same, some differences are evident. The differences appeared only in areas

seen as beneficial to the students. The College Station group generally had less appreciation for the tours or field trips than the Corpus Christi students. Both groups saw the activity as positive but the Corpus' students rated this activity equal with the speakers; the College Station students generally rated the speakers higher than the field trip activity.

Secondly, the Corpus Christi students rated the group discussions of a self enrichment or self evaluation nature higher than their general rating of the speakers. The College Station group rated this activity lower than the speakers but, again, still positive and contributory to the experience. Both groups preferred less structured group or individual activities to the more highly structured (decision groups, company concept etc.) group processes. In general, the Corpus Christi students reported a more positive benefit from the entire Guidance Laboratory experience than did the College Station group. However, the College Station students showed higher preference for their speakers than did the Corpus group.

It might be expected that trends of preference could be discerned from the students' responses such as a preference for verbal versus nonverbal activities, individual versus group experiences, or passive versus active participation. At this stage of evaluation, the students failed to indicate such preferences. It is probable that the questionnaire was not sensitive to such subtle differences (the questionnaire was open ended with no forced choice); or that this group does not indicate trends of preferences due to the criteria of selection (creativity, etc.); or, finally, that indeed no preferences are made at this stage of the program. In conclusion, the groups equally like independent study as well as group discussions and appreciated speakers as much as field trips/tours.

Questionnaires were developed to ascertain parental observations of the impact of each of the three phases of the project on participants. During Phase 1, the parent questionnaires sent to participants in the Corpus Christi area were slightly different in format than the instrument used with the College Station group. Copies of both forms of the questionnaires are included in Appendix E.

TABLE 2

MEANS AND STANDARD DEVIATIONS FOR PARENT QUESTIONNAIRE ITEMS FOR CORPUS CHRISTI AND COLLEGE STATION PARTICIPANTS

Item #	Phase I Guidance Laboratory		Phase II Mentorship Phase		Phase III Internship Phase	
	C.S. N=14	C.C.*	C.S. N=13	C.C. N=7	C.S. N=5	C.C. N=13
1	M = 3.00 SD = .41		M = 3.25 SD = .72	M = 3.25 SD = .46	M = 3.40 SD = .55	M = 3.00 SD = .49
2	M = 2.93 SD = .47		M = 3.17 SD = .72	M = 3.50 SD = .53	M = 3.40 SD = .89	M = 3.61 SD = .51
3	M = 2.36 SD = .65		M = 2.92 SD = .67	M = 3.50 SD = .53	M = 3.00 SD = 1.22	M = 3.30 SD = .63
4	M = 2.77 SD = .60		M = 2.67 SD = .49	M = 3.16 SD = .41	M = 2.80 SD = 1.10	M = 3.38 SD = .51
5	M = 3.06 SD = .68		M = 2.91 SD = .54	M = 3.00 SD = .53	M = 3.00 SD = .71	M = 3.66 SD = .49
6	M = 2.79 SD = .43		M = 2.75 SD = .62	M = 3.25 SD = .71	M = 2.80 SD = .96	M = 3.38 SD = .65
7	M = 2.86 SD = .95		M = 3.30 SD = .65	M = 3.50 SD = .53	M = 3.20 SD = .45	M = 3.61 SD = .51
8	M = 2.71 SD = .91		M = 2.92 SD = .76	M = 3.00 SD = .93	M = 2.80 SD = .45	M = 3.30 SD = .63
9	M = 1.57 SD = .76		M = 1.55 SD = .52	M = 2.87 SD = 1.24	M = 1.80 SD = .84	M = 2.30 SD = .95
10	M = 1.86 SD = .53		M = 3.00 SD = .85	M = 3.37 SD = .52	M = 3.20 SD = .45	M = 3.75 SD = .49
11	M = 3.20 SD = .79		M = 3.09 SD = .70	M = 3.28 SD = .76	M = 3.80 SD = .45	M = 3.50 SD = .51

1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree

* Corpus Christi parents completed a different questionnaire for this phase. Results are indicated in Table 3.

TABLE 3

MEANS AND STANDARD DEVIATIONS FOR CORPUS CHRISTI PARENT QUESTIONNAIRE PHASE I

Item #		Item #	
1	M = 1.85 SD = .69	7	M = 2.28 SD = .49
2	M = 2.00 SD = .82	8	M = 3.42 SD = .53
3	M = 3.14 SD = 1.06	9	M = 2.28 SD = .76
4	M = 3.28 SD = .49	10	M = 1.85 SD = .38
5	M = 2.42 SD = .79	11	M = 3.42 SD = .53
6	M = 3.00 SD = 1.00		

1 = Strongly Agree
2 = Disagree
3 = Agree
4 = Strongly Agree

Fourteen parent questionnaires were completed by the College Station group and seven were completed by the Corpus Christi group. Overall, parental reactions to the effectiveness of the Guidance Lab were quite positive (see Tables 2 and 3).

A project goal of increasing participants skills in career planning and decision making was met in that 85 per cent of the parents agreed that this was evident in their observations of students. Parents also indicated that the students had learned about their own skills and abilities during the lab. All but three parents indicated that their students had not changed their career goals as a result of the lab but they had become more confident about reaching intended goals. College Station parents were asked if their children demonstrated an adequate understanding of economic factors involved in their careers and 57 per cent felt the children needed further information in this area. Corpus Christi parents were asked if participation in the project had any effect on their students' interest and participation in academic and extra-curricular activities at their school. Five out of seven parents indicated that the project had little effect. This result was supported by teachers who observed students' classroom behaviors.

Corpus Christi and College Station participants differed in how much of their experiences in the Guidance Lab were shared with their parents. Both parents and teachers in College Station revealed that students shared little information about their project and activities. Corpus Christi students actively discussed activities with their parents. All students did discuss specific career plans with their parents.

One major concern expressed by parents about the Guidance Lab was that the extra time and work required of students might interfere with their ability to complete other school projects.

Phase 2, Mentorship Laboratory Experience

The second phase of the project was also evaluated by various groups. Their reactions to the Mentorship Phase are summarized as follows. The student mentorship questionnaire was retained in the gifted and talented career education program in order to ascertain each student's reactions to participation in the project (see Appendix E). The questionnaire items concerned the following areas:

a. mentorship experiences and their relationship to career/job planning, acquisition, and decision making;
b. relationship of student with mentor,
c. students' evaluation of level of experience,
d. career plans altered due to program,
e. contact with project staff,
f. Guidance Lab success, and
g. success of bi-weekly seminar.

The means and standard deviations for student answers to the Mentorship Questionnaire are presented in Table 4. Twenty out of twenty-five students felt that the pre-internship phase was beneficial to their mentorship experience. To quote one participant: "The project has prepared me to learn first hand about my career." All but one of the students felt that their mentorship experiences had helped them to gain greater understanding of their interests, skills and abilities in their chosen professional area. Twenty-one of the students felt that the mentorship activities had been appropriate for their level of understanding, i.e., that is, that the activities were neither too difficult nor too easy. Although the majority of the students felt that their career plans had not been changed as a result of the mentorship experience, they did feel that through the discussion, the ideas exchanged and experience shared, they received additional awareness and developed new skills in the decision making process. Statements including "very rewarding," "sharing experiences," and "comparing knowledge," are representative of student reactions.

TABLE 4

MEANS AND STANDARD DEVIATIONS FOR STUDENT MENTORSHIP QUESTIONNAIRE FOR CORPUS CHRISTI AND COLLEGE STATION PARTICIPANTS

Item *	College Station N=12	Corpus Christi N=13
1 a	M = 3.42 SD = .66	M = 3.23 SD = .60
1 b	M = 3.33 SD = .49	M = 3.15 SD = .55
1 c	M = 3.08 SD = .79	M = 3.15 SD = .55
1 d	M = 3.08 SD = .79	M = 2.85 SD = .69
1 e	M = 2.75 SD = .62	M = 2.92 SD = .49
1 f	M = 3.42 SD = .51	M = 3.69 SD = .48
2	M = 3.42 SD = .67	M = 3.38 SD = .65
3	M = 1.40 SD = .51	M = 1.61 SD = .51
4	M = 2.00 SD = 1.04	M = 1.83 SD = .72
5	M = 3.33 SD = .49	M = 3.07 SD = .49
6	M = 3.40 SD = .51	M = 3.23 SD = .44
7	M = 3.30 SD = .65	M = 3.46 SD = .49
8	M = 3.10 SD = .33	M = 3.07 SD = .49

1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree

Although students at College Station and Corpus Christi held very positive feelings toward the Mentorship Phase, they differed in what they perceived as problems or concerns about this phase. Corpus Christi participants were more positive in their comments about the bi-weekly seminar and seemed to look forward to hearing what other students had been doing with their mentors. College Station students agreed that they looked forward to the seminars, but their comments indicated it was because they enjoyed being with their peers. They were somewhat negative about the activities required of them in the seminar and were not that eager to discuss their experiences with other students. The hesitance of the College Station group in discussing project experiences was also noted by the students' teachers and parents.

Corpus Christi students expressed more comments about the organization and Mentor preparation during this phase. Some of the mentors in the Corpus Christi area also admitted to having difficulties organizing activities for the students and sharing time with them. This complaint arose less frequently in the College Station group where a number of mentors had participated in the project the previous year. By the end of Phase II, the Corpus Christi mentors solved some of their problems and expressed a desire to participate in this experience in the future.

In conclusion, the Mentorship Phase of the project seems to have met its goal of students acquiring first-hand knowledge of their career field. The students reacted very positively to their Mentorship experience and saw themselves as adopting or affirming career awareness through experience, discussion, and personal interaction with their mentors.

The Mentor/Supervisor Questionnaire (see Appendix E) was developed to ascertain each mentor's reactions to his/her participation in the Gifted and Talented Career Education Project. The questionnaire items explored the following areas: a) the adequacy of the mentor's information regarding the project and responsibilities to the project, b) the mentor's observations regarding the student's knowledge of and attitude toward the career field, and c) the mentor's evaluation of the meaningfulness of participation in the project and the mentor's willingness to participate in future programs of this nature. The questionnaire was administered at the close of Phase II. Means and standard deviations for each item are presented in Table 5, page 10.

The mentors, overall, had a positive attitude toward the project and the students. They felt that the students were positively motivated and appropriately labeled as gifted and/or talented. They also felt that the students displayed good work habits and approached their mentorship placements with interest and enthusiasm.

The students were not perceived as having a knowledge of their particular career field at the beginning of the mentorship. The goal of Phase II was for students to acquire a knowledge of their particular career field. The majority of mentors

indicated that the students did display a knowledge of life style and economic factors related to their career field. These results might indicate that, following Phase I, the students had a knowledge of the background variables involved in making a career choice, but were unaware of specific aspects of occupations within a career field.

The major difficulty with the program from the mentor's perspective was that the time block that students were available provided some inconvenience for the mentors. A majority of mentors stated that one long block of time, one or two days a week, would be easier to accomodate than daily sessions. All but three of the mentors expressed a willingness to participate in the project again. The three who said they would not particpate again indicated the time conflict as the reason for their dissatisfaction with the program.

Both groups of parents were administered a parent questionnaire at the completion of the Mentorship Phase. Only seven of 15 parents in Corpus Christi and all parents in the College Station group returned their questionnaires. Thus,

TABLE 5

MEANS AND STANDARD DEVIATIONS FOR MENTOR / SUPERVISOR QUESTIONNAIRE

Item #	Mentorship		Internship	
	College Station N=20	Corpus Christi N=15	College Station N=11	Corpus Christi N=13
1	M = 3.15 SD = .81	M = 3.53 SD = .52	M = 3.54 SD = .52	M = 3.23 SD = .44
2	M = 3.15 SD = .88	M = 3.43 SD = .51	M = 2.90 SD = .83	M = 3.08 SD = .67
3	M = 2.70 SD = .73	M = 3.53 SD = .64	M = 3.09 SD = .30	M = 2.69 SD = .63
4	M = 1.60 SD = .50	M = 3.07 SD = .62	M = 3.18 SD = .75	M = 3.00 SD = .74
5	M = 3.25 SD = .88	M = 3.92 SD = .65	M = 3.72 SD = .47	M = 3.66 SD = .49
6	M = 3.20 SD = .68	M = 3.66 SD = .62	M = 3.45 SD = .69	M = 3.41 SD = .67
7	M = 3.20 SD = .62	M = 3.57 SD = .65	M = 3.72 SD = .47	M = 3.50 SD = .52
8	M = 3.10 SD = .45	M = 3.38 SD = .51	M = 3.36 SD = .67	M = 3.08 SD = .51
9	M = 2.70 SD = .69	M = 3.42 SD = .65	M = 3.27 SD = .65	M = 3.33 SD = .65
10	M = 2.95 SD = .69	M = 3.50 SD = .52	M = 3.50 SD = .53	M = 3.33 SD = .49
11	M = 3.25 SD = .72	M = 3.66 SD = .51	M = 3.60 SD = .50	M = 3.16 SD = .58
12	M = 2.95 SD = .35	M = 3.47 SD = .64	M = 2.70 SD = .83	M = 3.46 SD = .29
13	M = 3.10 SD = .91	M = 3.53 SD = .51	M = 3.70 SD = .53	M = 3.41 SD = .44
14	M = 3.10 SD = .65	M = 3.53 SD = .52	M = 3.70 SD = .44	M = 3.41 SD = .67

1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree

conclusions drawn from the available data may not be representative of all the Corpus Christi parents. Means and standard deviations for the questionnaire are presented in Table 2, page 8.

In contrast to the College Station population, parents in Corpus Christi indicated their children shared project experiences as well as discussed future career/educational alternatives with their parents. All parents felt that as a result of participation in the mentorship their child had a more realistic view of a college student's responsibilities. Project objectives of increasing skills in terms of self and career investigation were met as evidenced in parent observations. Parent comments frequently indicated growth in the student's awareness of real world concerns. Parents also stated that their children's career goals had definitely become refined.

Two concerns were expressed by parents about this phase. Parents and students felt that in several instances there needed to be more mentor participation. Several mentors were somewhat remiss in meeting their responsibilities to their students. Other mentors did not seem to have time or inclination to interact with students on a one-to-one personal basis. In some cases lack of "appropriate" collegiate academic areas and facilities were also concerns of parents and students. Scheduling problems were also mentioned, particularly by the College Station group. These results concur with the preferences expressed by the mentors.

Phase 3, Working Internship Experience

In-progress evaluation was conducted during Phase III, Working Internship Experience. The students evaluated the activities of Phase III at the completion of the phase. The student questionnaire (see Appendix E) concerned the relevance of experiences in the Mentorship Phase and Guidance Laboratory Phase to Internship experiences, usefulness of the Internship, adequacy of Internship placement, and feelings regarding the appropriateness of career choice. Suggestions for changes in the Internship arrangements were also requested.

One problem in evaluating this phase was the poor return rate on student questionnaires. Only 5 of the 11 students completing the Internship phase at College Station and 9 of the 13 students at Corpus Christi returned their questionnaires. Phase III was completed near the end of the school term and the graduating seniors in the project were involved in many activities during this time period. Follow-up written requests and telephone calls did not improve the returns.

All of the Corpus Christi participants and four out of five College Station participants felt that the Internship Phase was the most beneficial part of the project. One student in the College Station group felt that his placement at an educational television station did not fit in with his career interests in theatre arts and he expressed negative impressions of the entire project because of his Internship experience.

Area one of the questionnaire looked at specific skills and information that might be learned during the Internship Phase. Corpus Christi participants were convinced that their Internship helped them in all six areas enumerated in question 1. College Station students were less positive that the Internship had provided training in specific areas. They particularly reported that opportunities to increase decision making and career planning skills and to gain insight into the life styles and personal characteristics of persons in their career field were lacking. However, we have only five questionnaires from the College Station group and the persons returning the questionnaire may have had more negative feelings toward the Internship Phase than the students choosing not to respond.

College Station and Corpus Christi participants differed on rating the relevance of the Guidance Lab and Mentorship

Phase to their Internship activities. Corpus Christi students rated the Guidance Lab as relevant but felt that the experiences gained in the academic setting of the Mentorship did not tie in with the real-life world of the Internship activities. College Station students rated the relevance of the Guidance

TABLE 6

MEANS AND STANDARD DEVIATIONS FOR STUDENT INTERNSHIP QUESTIONNAIRE

Item #	College Station N=5	Corpus Christi N=9
1 a	M = 3.20 SD = .45	M = 3.67 SD = .50
1 b	M = 2.60 SD = .55	M = 3.44 SD = .72
1 c	M = 2.80 SD = 1.30	M = 3.55 SD = .53
1 d	M = 3.00 SD = 1.22	M = 3.23 SD = .83
1 e	M = 2.60 SD = .55	M = 3.44 SD = .73
1 f	M = 2.60 SD = 1.14	M = 3.40 SD = .52
2	M = 3.00 SD = 1.00	M = 2.22 SD = 1.09
3	M = 1.60 SD = .55	M = 3.00 SD = 1.00
4	M = 2.80 SD = 1.30	M = 3.78 SD = .44
5	M = 3.60 SD = .55	M = 3.22 SD = .83
6	M = 3.60 SD = .55	M = 3.67 SD = .71

1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree

Lab very low but felt that the Mentorship activities were relevant to the Internship placement. Several of the College Station group were placed in the same place for both the Mentorship and the Internship (an educational television station) so there was more continuity between the two phases for these students when compared to the experiences of the Corpus Christi group (see Table 6).

All students felt that their career choice was right for them after undergoing experiences relating to their career fields during Mentorship and Internship. Many students thoroughly enjoyed the work activities they were assigned during the Internship. One Corpus Christi student described her experiences, "I attend court cases. I have been taught how to run criminal histories. I can write up subpoena lists. I have been given authority to make out-of-country calls in order to get information. Now I can even write up an entire case. I know the difference between Justice of the Peace, County and District Courts. My opinion has been valued by Ms. Skaro (Asst. County Attorney) and the entire office."

A number of the students accepted summer jobs with the person or agency directing their Internship experience.

The parent questionnaire was again administered at the close of the Internship Phase. Return rate on questionnaires was again a problem with only five of eleven possible questionnaires returned by the College Station group. In this instance all Corpus Christi parents completed questionnaires.

Parent responses to the Internship were most positive as indicated by the mean scores for specific questions presented in Table 2, page 8. Parents reinforced earlier responses indicating that project goals in terms of learner outcomes were being met. While the majority of parents were satisfied with the project, several parents continued to express previous dissatisfactions with the Guidance Lab and Mentorship Phases.

Concerns during the Internship Phase centered again around scheduling and transportation difficulties. Supervisors of Internship activities had the same complaint. Also some parents and students felt that Internship placement was not related closely enough to their student's primary career interest. It is difficult to find fine arts opportunities in smaller communities.

Representative comments taken from the last parent response follow: "This program has been a boost to Susan's morale and interest in this senior year which had been something to be endured until she could go to college."

"Mark has a more realistic attitude towards college and development of a career."

"The most beneficial aspect of this program has been the exposure to the everyday world of adults working in their particular field of interest."

"The project made our daughter more aware of the city and its environment."

"We feel very lucky that Debbie was chosen for this project. Now she can start college with a goal. Wish all of our children had the same opportunity. Thank you very much!"

It can be concluded that parent reactions were positive toward the Internship Phase. Several parents also indicated their appreciation of offers of summer employment from the Internship supervisors.

The Mentor/Supervisor Questionnaire (see Appendix E) was also administered to the Internship Supervisors. Reactions to their participation in the Gifted and Talented Career Education Project were obtained upon completion of the Internship Phase. The responses were generally quite positive (see Table 3, page 10). Site supervisors at College Station and at Corpus Christi unanimously agreed to serve as supervisors again if the project were continued in the future. High mean scores on questions 5 and 7 indicated that the students displayed both positive attitudes and enthusiasm toward their chosen career fields and knowledge of their own interests and aptitudes. All supervisors agreed that the students were appropriately labeled as gifted and talented. The supervisors expressed highly positive attitudes toward the students participating in the program and over half of the students at both locations secured summer employment at their internship site.

Major concerns of the supervisors were a need for a better information packet explaining supervisor responsibilities and a need for a different time schedule for students reporting to internship sites. Supervisors were similar to the mentors in their preference for students reporting for longer periods of time twice a week instead of daily short sessions. Supervisors felt that this revised time schedule would put less demand on their time and would allow the student to pursue more productive activities.

A questionnaire was designed to elicit teacher observations of the students' classroom behavior during their participation in the project (see Appendix E). The Teacher Questionnaire

was administered at the end of January when students had just been assigned to the Mentorship Phase and again, at the end of the school year to teachers at A&M Consolidated High School and at Ray High School who had project participants in their classes.

Results from the two administrations of the Teacher Questionnaire were similar. Teachers felt that most students in the project cooperated with peers in class, completed their assignments, and that they showed interest in their academic classes.

Items concerning evaluation of the effects of the project on the participants' classroom behaviors revealed that the teachers knew little of the project and were not aware that students were involved in the Gifted and Talented Career Education Project until they were asked to complete the questionnaires.

A majority of teachers felt unable to rate the students on questions regarding students' knowledge of career information, economic factors influencing career opportunities, or knowlege of their chosen career fields.

The students also did not seem to have an opportunity to demonstrate skills in career planning and decision making in their academic classes. Teachers also indicated that because students rarely shared information about the project with their classmates, program participation had neither a positive nor negative effect on any particular academic class. The teachers did not indicate that they asked for information relative to students' project experiences either.

It was not apparent from teacher responses if career information was a topic they would like to see discussed in classes and whether it would have been desirable to encourage project participants to discuss and describe project activities in their academic classes.

Evaluation of Learner Outcome Objectives

Learner outcome objectives were assessed through comparisons of participant development with a control group of equal-ability-nonparticipants in the replication site (Corpus Christi I.S.D.). Students were evaluated on pre-post test scores using a repeated measures design at the demonstration site (A&M Consolidated I.S.D.) due to the limitation of a single high school.

Instruments used to assess learner outcome objectives were the Career Maturity Inventory (CMI) and the Career Education Measurement Series (CEMS). The CMI consists of the Competence Test and the Attitude Scale. The Competence Test measures cognitive variables involved in choosing an occupation. These include Self-Appraisal (Part I: Knowing Yourself), Occupational Information (Part II: Knowing about Jobs), Goal Selection (Part III: Choosing a Job), Planning (Part IV: Looking Ahead), and Problem Solving (Part V: What Should They Do?). The Attitude Scale elicits the feelings, the subjective reactions, the dispositions that the individual has toward making a career choice, and entering the world of work.

Mean raw scores for all participants are presented in Table 7. Mean gain scores for each of the five parts of the Competence Test and for the Attitude Scale of the CMI were compared for the two Corpus Christi groups. Table 8 reports the independent t-tests results. A significant difference between the experimental group and the control group was found for the Attitude Scale. Students involved in the Gifted and Talented Career Education Project showed more positive change in attitudes than control group subjects. For the students at College Station results are listed in Table 9. Significant gains occurred for these students involved in the Gifted and Talented Career Education Project on the Attitude Scale. Decreases between pre- and post-test mean scores on the Competence Test for students involved in the Gifted and Talented Project and for the control group students may be due to the effect of regression toward the mean and because of the use of the same form of the CMI for both pre- and post-test administrations. The post-test administration of the instruments also occurred near the end of the school year and students motivation and interest may have had an effect on post-test scores for both the CMI and the CEMS.

The CEMS Survey Test (Career Education Measurement Series) measures nine learner outcomes areas: Career Planning and Decision Making, Career and Occupational Information,

TABLE 7

MEAN RAW SCORES

CAREER MATURITY INVENTORY (CMI)

	N	Scale I		Scale II		Scale III		Scale IV		Scale V		Attitude	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
College Station	11	16.4	15.0	18.9	17.6	16.9	15.7	16.5	14.3	12.8	12.8	38.4	41.3
Corpus Christi	13	17.2	16.9	18.6	18.2	16.3	15.3	16.9	15.9	13.8	13.5	36.8	41.1
Corpus Christi (Control)	19	17.2	15.3	17.9	15.1	14.9	16.5	14.1	11.2	10.8	11.4	39.3	41.3

TABLE 8

MEAN GAIN SCORE INDEPENDENT t- test RESULTS

CAREER MATURITY INVENTORY (CMI)

CORPUS CHRISTI PARTICIPANTS

	CMI Scale	Mean Gain Score Exper. Group	Mean Gain Score Control Group	t-value *
I	Knowing Yourself	- .44	.12	- .73
II	Knowing about Jobs	- .44	- .59	.09
III	Choosing a Job	-1.22	.18	-1.03
IV	Looking Ahead	-1.44	-1.76	.19
V	What Should They Do?	- .56	-1.00	.34
VI	Attitude	3.33	- .59	2.46*

* Significant at the .05 level

TABLE 9

MEAN RAW SCORE DEPENDENT t- test RESULTS

CAREER MATURITY INVENTORY (CMI)

COLLEGE STATION PARTICIPANTS

	CMI Scale	Pre-Mean	Post-Mean	Gain/Loss	t-value *
I	Knowing Yourself	16.36	15.00	-1.36	-1.09
II	Knowing about Jobs	18.91	17.64	-1.27	- .96
III	Choosing a Job	16.91	15.73	-1.18	- .80
IV	Looking Ahead	16.45	14.27	-2.18	-1.26
V	What Should They Do?	12.82	12.82	0.00	0.00
VI	Attitude	38.36	41.27	2.91	2.39*

* Significant at the .05 level

Job Acquisition and Retention Skills, Attitudes and Appreciation for Career Success, Skills in Human Relationships for Careers, Self-Investigation and Evaluation for Career Success, Personal/Work/Societal Relationships, Economic Factors Influencing Career Opportunity, and Education/Career Opportunity Relationships. Two scores were utilized in analyzing the results from this instrument. Criterion levels are set for 26 different abilities measured by the CEMS. The number of areas that a subject scores equal to or above the criterion level was one measure used. A total raw score for the CEMS was also computed and results are presented in Table 10. Mean gain scores on those two measures were compared for the two Corpus Christi groups with the results presented in Table 11. The subjects participating in the Gifted and Talented Project increased the number of areas in which they reached or exceeded the criterion level. The project subjects were significantly different from the control group in this gain in competencies. The College Station subjects participating in the Gifted and Talented Career Education Project showed significant decreases in both competencies and total scores on the CEMS as reported in Table 12. However, these subjects are still reaching criterion levels in an average of 22 out of 26 areas. Students completing this instrument indicated they did not like this instrument. The same form of the instrument was used for pre- and post-testing which may have contributed to decreased scores. Perhaps this instrument is best used to measure initial areas of weakness for individual subjects, but is less useful to measure changes in learning as a result of participation in a career education project.

TABLE 10

MEAN RAW SCORES

CAREER EDUCATION MEASUREMENT SERIES (CEMS)

	# of Categories criterion reached		TOTAL	
	Pre	Post	Pre	Post
College Station	25.45	22.18	50.36	45.36
Corpus Christi	24.10	25.10	48.80	49.50
Corpus Christi (control)	24.78	22.33	47.28	48.94

TABLE 11

MEAN GAIN SCORE INDEPENDENT t - test RESULTS

CAREER EDUCATION MEASUREMENT SERIES (CEMS)

CORPUS CHRISTI PARTICIPANTS

	Mean Gain Score Exper. Group	Mean Gain Score Control Group	t-value *
# of Categories in which criterion level was met	1.29	.59	2.41*
TOTAL SCORE	56	1.75	-1.34

* Significant at the .05 level

TABLE 12

MEAN RAW SCORE DEPENDENT t - test RESULTS

CAREER EDUCATION MEASUREMENT SERIES (CEMS)

COLLEGE STATION PARTICIPANTS

	Pre-Mean	Post-Mean	Gain/Loss	t-value *
# of Categories in which criterion level was met	25.45	22.18	-3.27	-2.78*
TOTAL SCORE	50.36	45.36	-5.00	-2.36*

* Significant at the .05 level

Synthesis

It appears that the Gifted and Talented Career Education Project was well received by all involved with it. The students, their parents, their teachers, the mentors, and the internship supervisors were consistently positive in evaluating the project. The needs of all students involved were not completely met, but they all stated that they had greatly benefited from participating in the program. Several of the students and parents expressed the hope that the project continue, and possibly be expanded to involve all seniors.

Although the program as a whole was successful, it was not without its problems. The weakest aspect of the project was the Guidance Phase. This phase could be improved by greater planning and organization and more flexible scheduling. The need for an individualized approach to the guidance component is evident; initially, the students benefited from exposure to a broad spectrum of career alternatives. Thereafter, however, each student should have been able to pursue his/her career choice in depth, at his/her own speed. Whatever arrangements regarding scheduling are made, the speakers, field trips, and contact with professionals in the field should be retained. This was the most beneficial aspect of the Guidance Phase; it was expanded and intensified during the Mentorship and Internship Phases and in large part accounts for the success of the project.

The Mentorship Phase involved much less dissatisfaction. Problems encountered during this phase largely related to scheduling difficulties, inadequate correspondence of mentorship placement and career choice, and lack of sufficient breadth and/or depth of experiences in the career field. Some students felt that broader exposure to more facets of the career field would have been helpful. A few participants stated that they would have preferred more intense exposure to sub-specialities in the career field, and others felt that their mentorship placement should have been more closely related to their chosen career fields. One student stated that more direct participation and less observation would have been helpful; another indicated a need to better inform the mentors about the project and the mentors' responsibilities.

The Internship Phase was viewed most positively by the students. The Internship Phase was almost totally satisfactory for all students. Very few negative comments were received regarding this phase.

12. ANTICIPATED CHANGES AND/OR PROBLEMS

Relatively few changes have occurred during the project. Only two visitation days were conducted as compared to the three that were proposed. This was necessitated by the most severe winter weather in the history of Brazos County, Texas.

A comparison of the reactions among sites (Corpus Christi and College Station) to the various phases was proposed. Because of the difference in the structure (as described on page 2) at the two sites, this was not done.

The only major change was the unplanned one relative to the overall time frame of the project. This is reported in detail on page 2 in the major activities section of this report.

13. DISSEMINATION ACTIVITIES

a. News releases have provided area residents with information about the program. Local coverage has been good in the newspaper, radio, and television. Copies of several newspaper articles are included (see Appendix D). A journal article appeared in the April issue of the Kappan and a copy of it is also included in Appendix D.

b. Dr. Christopher Borman and Ms. Sharon Colson presented a program about the project at the Texas Personnel and Guidance Association convention in San Antonio, Texas, in October, 1977.

c. Dr. William Nash presented information on the project at the National Association for the Gifted Conference in San Diego, California, in October, 1977.

d. Ms. Sharon Colson presented information on the program at two conferences conducted by the University of Georgia on Career Education for Teacher Educators in Athens, Ga., December, 1977, and January, 1978.

e. Project staff members have been frequent speakers at PTA programs, in-service programs, local civic organizations and clubs. Much interest in career education for gifted and talented students has been generated through this project.

f. Ms. Sharon Colson presented a program on the project to educators of the gifted at a conference entitled, "Creativity in Teaching and Learning, a Conference on Exploration of Teaching Strategies for Enhancing Creative Potential," at East Texas State University on April 20, 1978.

14. SPECIAL ACTIVITIES

During the Guidance Lab Phase of the project, each student prepared an "Occu-pac" about the career interest area in which he/she was most interested. The "Occu-pacs" were excellent and ranged from slide/tape presentations to game boards and simulation activities.

15. REPORT ABSTRACT

Project No. 554AH70601
Grant No. G0077C0045
Final Report
July 1, 1977 to June 30, 1978
Category of Project: Populations
Project Title: "Community-based Career Education for Gifted and Talented Students"

Project Administration

Co-Directors: Christopher Borman and William R. Nash
Principal Investigator: Sharon Colson
Name and Address of Grantee/Assistance Contraction Institution:
Texas A&M Research Foundation
P. O. Faculty Exchange II
College Station, Texas 77843
Telephone: 713-845-2436

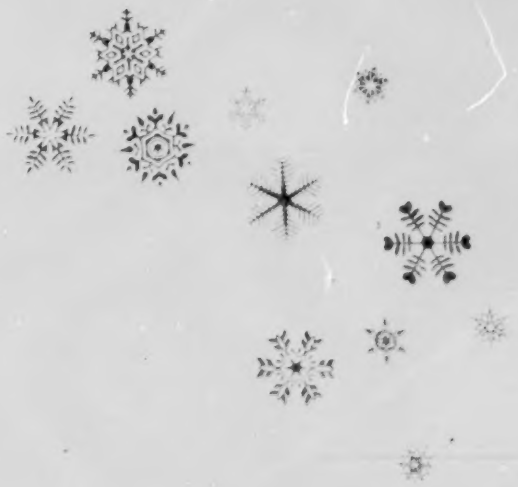
Forty high school seniors, 20 from A&M Consolidated High School in College Station, Texas; and 20 from Ray High School in Corpus Christi, Texas; participated in a three-phased career education program for gifted and talented students. Designed to combine the public school, the university and the business sector as classrooms for learning, this triadic model combined guidance, mentoring and on-the-job training as an alternative approach to serving the unique career development needs of this special population.

Students selected for the program were screened in the areas of general intellectual ability, creative thinking ability, academic ability, specific talent ability, and school success.

The program had three basic phases each of which filled 2 hours of the regular school day. Phase I, Guidance Laboratory Experience, featured self-investigation and evaluation, career exploration, resource speakers, isolation of career areas and mentorship interviews.

In Phase II, Mentorship Laboratory Experience, the students were placed in observer roles in specialized areas identified during Phase I. A shadowing experience under the direction of a college or university professor at Del Mar College, Corpus Christi State University or Texas A&M University was afforded each participant.

Phase III, Internship Laboratory Experience, placed the students in work experiences in the business sector where students were actively involved in a segment of the broad field they pursued during mentorship. Through this project, the public school, the college/university, and the community joined together to provide career development activities for gifted and talented high school seniors.



Appendix A

SCREENING CRITERIA FORM

STUDENT DATA AND SCREENING CRITERIA

Name: _____ Date: _____

Address: _____ Parent or Guardian: _____

_____

Date of Birth: _____ Age: ____

Sex: _____ Ethnic Heritage: _____

Possible Total Points: 21 Total Points Achieved: _____

1. Intelligence Test (Lorge-Thorndike)

Rating System:	Point Equivalent:
H: 132 and above	3
M: 124 - 131	2
L: 116 - 123	1
O: 115 and below	0

Verbal Scale Score: _____ Points: _____

Nonverbal Scale Score: _____ Points: _____

Sub-total: _____

2. Creativity Test (Torrance)

Rating System:	Point Equivalent:
H: 140 and above	3
M: 130 - 139	2
L: 120 - 129	1
O: 119 and below	0

Verbal Index Score: _____ Points: _____

Nonverbal Index Score: _____ Points: _____

Sub-total: _____

3. Achievement Test (Iowa Tests of Educational Development)
(Reading Comprehension Section Only)

Rating System:	Point Equivalent:
H: 98th percentile and above	3
M: 93rd percentile - 97th percentile	2
L: 84th percentile - 92nd percentile	1
O: 83rd percentile and below	0

Reading Comprehension Percentile Score: _____ Points: _____

4. Specialty Area

Rating System:	Point Equivalent:
H: 98th percentile and above or expert rating of high	3
M: 93rd - 97th percentile or expert rating of medium	2
L: 84th - 92nd percentile or expert rating of low	1
O: 83rd percentile and below or expert rating of no potential	0

Specialty Area: _____

Measurement Used: _____

Score: _____ Points: _____

5. High School Grade Average

Rating System:	Point Equivalent:
H: 97 and above	3
M: 93 - 96	2
L: 89 - 92	1
O: 88 and below	0

Cummulative Average: _____ Points: _____

Appendix B

EXPERT RATINGS SHEET

PUBLIC SPEAKING INTERVIEW FORM

Student's Name: _____ Age: _____ Date: _____
Last First MI

Local Address: _____ Telephone: _____

1. Voice and Diction: _____ Superior _____ Average _____ Poor

2. Ability to Communicate: _____ Superior _____ Average _____ Poor

3. Attitude: _____ Positive _____ Indifferent _____ Negative

4. Appearance: _____ Superior _____ Average _____ Poor

5. Manner of Presentation: _____ Superior _____ Average _____ Poor

6. Potential: _____ High _____ Medium _____ Low _____ None

Comments:

_____

_____

_____
Evaluator's Signature

BUSINESS LEADERSHIP/SALES/MANAGEMENT
INTERVIEW FORM

Student's Name: _____ Age: _____ Date: _____
Last First MI

Local Address: _____ Telephone: _____

1. Knowledge of Business Practices: _____ Superior _____ Average _____ Poor

2. Enthusiasm and Interest in Business: _____ Superior _____ Average _____ Poor

3. Personal Characteristics Suggest Potential for Achievement in the Area of Business:
_____ Superior _____ Average _____ Poor

4. Conversational Ability: _____ Superior _____ Average _____ Poor

5. Appearance: _____ Superior _____ Average _____ Poor

6. Attitude: _____ Positive _____ Indifferent _____ Negative

7. Potential: _____ High _____ Medium _____ Low _____ None

Comments: _____

_____

_____

_____ _____
Evaluator's Signature

DRAMA AUDITION RATING FORM

Student's Name: _____ Age: _____ Date: _____
Last First MI

Local Address: _____ Telephone: _____

1. Prepared Selection:
   A. Voice & Diction: _____ Superior _____ Average _____ Poor
   B. Bodily movement: _____ Superior _____ Average _____ Poor
   C. Interpretation: _____ Superior _____ Average _____ Poor

2. Improvisation: Happy Scene
   A. Originality: _____ Superior _____ Average _____ Poor
   B. Bodily movement: _____ Superior _____ Average _____ Poor
   C. Consistency: _____ Superior _____ Average _____ Poor
   D. Projection: _____ Superior _____ Average _____ Poor

3. Improvisation: Sad Scene
   A. Originality: _____ Superior _____ Average _____ Poor
   B. Bodily movement: _____ Superior _____ Average _____ Poor
   C. Consistency: _____ Superior _____ Average _____ Poor
   D. Projection: _____ Superior _____ Average _____ Poor

4. Communicative: _____ Very _____ Average _____ Poor

5. Attitude: _____ Positive _____ Indifferent _____ Negative

6. Career Material: _____ Vocational _____ Avocational _____ Neither

7. Potential: _____ High _____ Medium _____ Low _____ None

Comments:

_____

_____

_____

_____

_____

_____

_____

_____ _____
Evaluator's Signature

DANCING RATING FORM

Name _____ Date _____

1. Bodily movement _____ Superior _____ Average _____ Poor
2. Interpretation of music _____ Superior _____ Average _____ Poor
3. Originality _____ Superior _____ Average _____ Poor
4. Consistency _____ Superior _____ Average _____ Poor
5. Projection _____ Superior _____ Average _____ Poor
6. Communication through body language _____ Superior _____ Average _____ Poor
7. Attitude _____ Superior _____ Average _____ Poor
8. Enthusiasm _____ Superior _____ Average _____ Poor
9. Potential _____ Superior _____ Average _____ Poor
10. COMMENTS: _____

_____

_____

_____

_____

_____

_____

_____ _____
Signature of evaluator

PHOTOGRAPHY INTERVIEW RATING FORM

Student's Name: _____ Age: _____ Date: _____
Last First MI

Local Address: _____ Telephone: _____

1. Approach: _____ Superior _____ Average _____ Poor

2. Product: _____ Superior _____ Average _____ Poor

3. Technical Quality: _____ Superior _____ Average _____ Poor

4. Communicative: _____ Superior _____ Average _____ Poor

5. Attitude: _____ Positive _____ Indifferent _____ Negative

6. Enthusiasm & Interest in Photography: _____ Superior _____ Average _____ Poor

7. Career Material: _____ Vocational _____ Avocational _____ Neither

8. Potential: _____ High _____ Medium _____ Low _____ None

Comments: _____

_____

_____

_____
Evaluator's Signature

LEADERSHIP INTERVIEW FORM

Student's Name: _____ Age: _____ Date: _____
Last First MI

Local Address: _____ Telephone: _____

1. Conversational Ability: _____ Superior _____ Average _____ Poor

2. Appearance: _____ Superior _____ Average _____ Poor

3. Manner of Presentation: _____ Superior _____ Average _____ Poor

4. Articulation of Program Goals: _____ Superior _____ Average _____ Poor

5. Past Leadership Accomplishments: _____ Superior _____ Average _____ Poor

6. Knowledge and Understanding of Leadership Techniques:
_____ Superior _____ Average _____ Poor

7. Attitude: _____ Positive _____ Indifferent _____ Negative

8. Potential: _____ High _____ Medium _____ Low _____ None

Comments: _____

_____

_____

_____ _____
Evaluator's Signature

ELECTRICITY INTERVIEW FORM

Student's Name: _____ Age: _____ Date: _____
Last First MI

Local Address: _____ Phone: _____

School: _____

1. Interest in math and physics: _____ Superior _____ Average _____ Poor
2. Ability in math and physics: _____ Superior _____ Average _____ Poor
3. Knowledge in general area of electricity: _____ Superior _____ Average _____ Poor
4. Enthusiasm and interest in electricity: _____ Superior _____ Average _____ Poor
5. Personal characteristics suggest potential for achievement in the general area of electricity:
   _____ Superior _____ Average _____ Poor
6. Communicative: _____ Very _____ Average _____ Poor
7. Attitude: _____ Positive _____ Indifferent _____ Negative
8. Potential: _____ High _____ Medium _____ Low _____ None

Comments: _____

_____

_____

_____ _____
Evaluator's Signature

HELPING PROFESSIONS INTERVIEW FORM

Student's Name: _____ Age: _____ Date: _____
Last First MI

Local Address: _____ Telephone: _____

1. Conversational Ability: _____ Superior _____ Average _____ Poor
2. Appearance: _____ Superior _____ Average _____ Poor
3. Empathy: _____ Superior _____ Average _____ Poor
4. Attitude: _____ Positive _____ Indifferent _____ Negative
5. Warmth: _____ Superior _____ Average _____ Poor
6. Sincerity: _____ Superior _____ Average _____ Poor
7. Openness: _____ Superior _____ Average _____ Poor
8. Potential: _____ High _____ Medium _____ Low _____ None

Comments:

_____

_____

_____ _____
Evaluator's Signature

EVALUATION FORM FOR STUDENT ART WORK

Student's Name: _____ Age: _____ Date: _____
Last First MI

Local Address: _____ Telephone: _____

1. Ability to convey meaning through art: _____ Superior _____ Average _____ Poor

2. Displays individual thinking through art: _____ Superior _____ Average _____ Poor

3. Knowledge of art form, styles, and techniques: _____ Superior _____ Average _____ Poor

4. Career Material: _____ Vocational _____ Avocational _____ Neither

5. Potential: _____ High _____ Medium _____ Low _____ None

Comments:

_____

_____

_____

_____

SPEECH INTERVIEW FORM

Student's Name: _____ Age: _____ Date: _____
Last First MI

Local Address: _____ Phone: _____

1. Voice & Diction: _____ Superior _____ Average _____ Poor

2. Ability to communicate: _____ Superior _____ Average _____ Poor

3. Attitude: _____ Positive _____ Indifferent _____ Negative

4. Enthusiasm and interest in speech: _____ Superior _____ Average _____ Poor

5. Potential: _____ High _____ Medium _____ Low _____ None

Comments: _____

_____

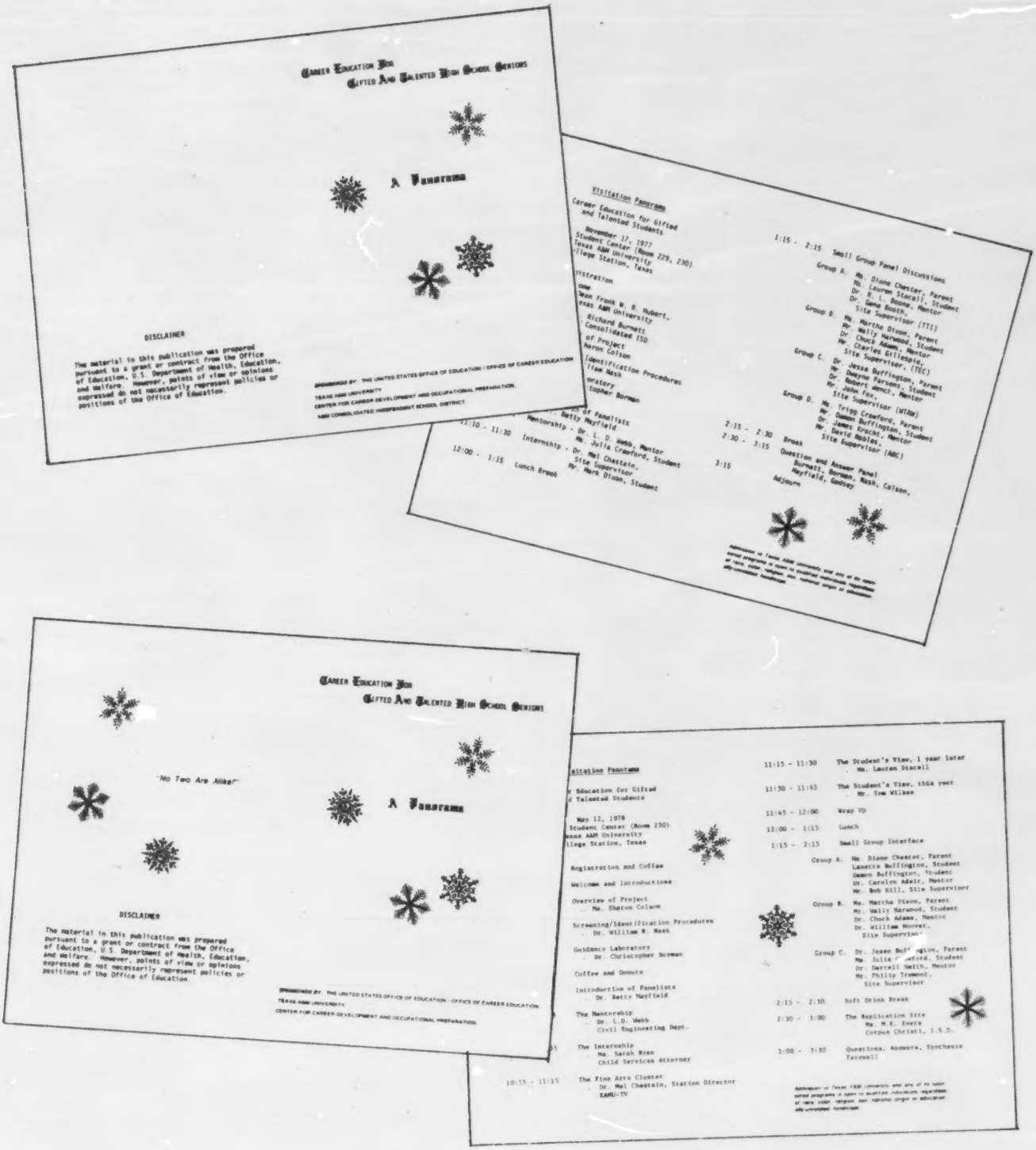
_____

_____

_____
Evaluator's Signature

Appendix C

VISITATION PROGRAMS



CAREER EDUCATION FOR GIFTED AND TALENTED HIGH SCHOOL SENIORS

A Panorama

DISCLAIMER

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

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TEXAS A&M UNIVERSITY
CENTER FOR CAREER DEVELOPMENT AND OCCUPATIONAL PREPARATION
A&M CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Visitation Panorama

Career Education for Gifted and Talented Students

November 17, 1977
Student Center (Room 229, 230)
Texas A&M University
College Station, Texas

Registration
Coffee
Welcome Frank W. D. Hubert, Texas A&M University
Richard Burnett, Consolidated ISD
Overview of Project
Sharon Colson
Identification Procedures
Tom Nash
Laboratory
Christopher Borman
Introduction of Panelists
Betty Mayfield
Mentorship - Dr. L. D. Webb, Mentor
Ms. Julia Crawford, Student
Internship - Dr. Mel Chastain, Site Supervisor
Mr. Mark Dixon, Student
12:00 - 1:15 Lunch Break

1:15 - 2:15 Small Group Panel Discussions

Group A. Ms. Diane Chester, Parent
Ms. Lauren Stacell, Student
Dr. D. L. Boone, Mentor
Dr. Gene Booth, Site Supervisor (TTI)

Group B. Ms. Martha Dixon, Parent
Mr. Wally Harwood, Student
Dr. Chuck Adams, Mentor
Mr. Charles Gilstrap, Site Supervisor, (TEC)

Group C. Dr. Jesse Buffington, Parent
Dr. Dwayne Parsons, Student
Robert Agnor, Mentor
Mr. John Fox, Site Supervisor (WTAM)

Group D. Ms. Trigg Crawford, Parent
Mr. Damon Buffington, Student
Dr. James Grachek, Mentor
Mr. David Robles, Site Supervisor (ABC)

2:15 - 2:30 Break
2:30 - 3:15 Question and Answer Panel
Burnett, Borman, Nash, Colson, Mayfield, Godsey
3:15 Adjourn

Admission to Texas A&M University and any of its open-enrollment programs is open to qualified individuals regardless of race, color, religion, sex, national origin or ethnic affectionate handicap.

CAREER EDUCATION FOR GIFTED AND TALENTED HIGH SCHOOL SENIORS

"No Two Are Alike"

A Panorama

DISCLAIMER

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TEXAS A&M UNIVERSITY
CENTER FOR CAREER DEVELOPMENT AND OCCUPATIONAL PREPARATION

Visitation Panorama

Education for Gifted Talented Students

May 12, 1978
Student Center (Room 230)
Texas A&M University
College Station, Texas

Registration and Coffee
Welcome and Introductions
Overview of Project
Ms. Sharon Colson
Screening/Identification Procedures
Dr. William R. Nash
Guidance Laboratory
Dr. Christopher Borman
Coffee and Donuts
Introduction of Panelists
Dr. Betty Mayfield
The Mentorship
Dr. L.D. Webb
Civil Engineering Dept.
The Internship
Ms. Sarah Ryan
Child Services Attorney
10:55 - 11:15 The Fine Arts Cluster
Dr. Mel Chastain, Station Director
KAMU-TV

11:15 - 11:30 The Student's View, 1 year later
Ms. Lauren Stacell
11:30 - 11:45 The Student's View, this year
Mr. Tom Wilkes
11:45 - 12:00 Wrap Up
12:00 - 1:15 Lunch
1:15 - 2:15 Small Group Interface

Group A. Ms. Diane Chester, Parent
Lanette Buffington, Student
Damon Buffington, Student
Dr. Carolyn Adair, Mentor
Mr. Bob Hill, Site Supervisor

Group B. Ms. Martha Dixon, Parent
Mr. Wally Harwood, Student
Dr. Chuck Adams, Mentor
Dr. William Hoover, Site Supervisor

Group C. Dr. Jesse Buf[illegible]gton, Parent
Ms. Julia [illegible]ford, Student
Dr. Darrell Smith, Mentor
Mr. Philip Tremont, Site Supervisor

2:15 - 2:30 Soft Drink Break
2:30 - 3:00 The Replication Site
Ms. M.E. Evers
Corpus Christi, I.S.D.
3:00 - 3:30 Questions, Answers, Synthesis
Farewell

Admission to Texas A&M University and any of its open-enrollment programs is open to qualified individuals regardless of race, color, religion, sex, national origin or educationally unrelated handicap.

Appendix D

PUBLICITY

Sharon Colson, Christopher Borman, and William R. Nash

A Unique Learning Opportunity for Talented High School Seniors

An exploration of themselves and of promising career fields.

An expanded guidance laboratory at Texas A & M University has permitted 20 gifted and talented high school seniors from A & M Consolidated High School in College Station to get to know themselves — and to identify promising career fields.

Participants were selected on the basis of several criteria: general intellectual ability, creative thinking ability, academic ability, specific talent, school success, behavioral characteristics (leadership, motivation, creativity, etc.), and past accomplishments. The 15 most highly qualified students became full participants; the next five became alternates. The 20 participants included 9 males and 11 females.

Each phase of the program directly corresponded to the first, second, and third quarters of the school year. Phase I, Guidance Laboratory Experiences, combined occupational information, guest speakers, simulations, games, and guidance kits with extensive testing. The Guidance Lab was fast-paced and diversified, because gifted and talented students are easily bored by repetitive activities.

Guest speakers were selected on the basis of student interest. Early in the laboratory experience, each participant was asked to submit three career fields from which guest speakers would be selected. Later, as new career fields were identified and explored, others were added to the list. The students identified the guest speakers as their most worthwhile laboratory experience. The most interesting result was the number of changes in student interests following a guest speaker's presentations. Lack of information or misinformation had given many of the students incorrect perceptions of various career fields. In many cases students changed their career goals after receiving accurate information.

As part of efforts to evaluate the program, we queried high school faculty and parents. Most of them regarded the program favorably. They thought it would ease the students' transition into the college community. Parents reported a sharing of experiences among the participants and their families. The high school principal commented on the improved dress of the students.

During the last two weeks of the Guidance Lab, the students made first and second career-field choices for the Mentorship Phase of the project. A majority of the students were able to make these selections easily. The information they had received about career fields, their exposure to the decision-making process, and their knowledge of themselves provided by testing had equipped them for this responsibility. Individual counseling was scheduled for those who were unable to decide on a career field. More information was provided in interest areas, and opportunities for departmental interviews were arranged.

Once first and second choices were made, the students individually prepared a study of each choice. These studies included the life-style, working conditions, geographic location, pay scale, training, and degrees necessary for a career in the field, plus the outlook for its future.

Participants in the Mentorship Laboratory Experience were placed with a professor at Texas A & M in a career field of their choice for the second quarter of the school year. Students were placed with a mentor only after a personal interview and discussion between the mentor and the student. If both were satisfied, then an agreement was negotiated between the professor and the project staff.

With the exception of one student, all participants were placed in first-choice mentorships. Mentorship placements varied widely and included physics, civil engineering, psychology, wildlife and fisheries, communications, marketing, entertainment, law, drama, music, education, and electrical engineering.

Overall, mentor reactions to the project were highly positive. A majority of the mentors agreed that their participation in the project caused no significant inconvenience in fulfilling their own jobs.

During the Mentorship Phase each participant was required to keep a daily log of activities. These logs were particularly helpful to the staff and documented mentorship activities for project evaluation. They also provided topics for discussion during bi-monthly seminars. Most of the students looked forward to the seminars, because they liked the opportunity of hearing about others' experiences and sharing their own.

Although the mentors encompassed 14 academic disciplines and executed their individual responsibilities in different ways, the logs indicated several commonalities among the mentorship experiences, e.g., field trips, experiments, library research, attendance of college classes, operation of equipment or sophisticated machines related to a particular career area, and production of a final product. A majority of the students indicated that their mentors spent a significant amount of time discussing individual student goals and needs.

Parents informed the project directors that exposure to career alternatives, contact with professionals in the career areas, and the providing of specific information about selected career fields were of great help to their children. According to their regular classroom teachers, 51% of the students frequently shared with the class information gained through the career education project.

The Working Internship Phase conducted during the third quarter of the school year provided contact with a professional in the community who was concerned with one or two specific areas of the broader career field. Just as during mentorship, the student was placed in internship with a site supervisor in the community only after a successful interview during which both the student and the site supervisor agreed that the placement was in keeping with the student's career goal.

Internship provided the participants with observations of the life-style required by the career, the disposition and personal characteristics necessary for the career, and the responsibilities that accompany the work. Each participant was paired with an individual from the community who was active in either business, industry, labor, or a profession. Students worked closely with these site supervisors, gaining first-hand experience. Internship placements were directly related to mentorship placements, e.g., a student in a civil engineering mentorship was placed with a firm of consulting civil engineers; a communications student was placed with a local television station.

Periodically, students were asked to list typical activities that occurred during internship. The experiences varied widely. Students usually had no set routine; they were allowed to sample a variety of activities in order to gain exposure to many facets of the work. However, a few of the students did have set responsibilities. One student had his own radio program; another was responsible for developing a computer inventory system. The following response illustrates the diversity of experiences:

"I have been involved in 'rough-necking' on a core-boring rig and bringing the core soil samples back to the lab and testing them. . . . I have been surveying all over East Texas using chains, plumb bobs, and transits. . . . I have been plotting core-boring sites on large maps for a refinery in Louisiana. I have worked side by side with all types of people and have enjoyed the work very much."

In summary, it appears that the project was well received by all who were involved with it. The students, their parents, their teachers, the mentors, and the site supervisors were consistently positive in evaluating the project. The needs of all students involved were not completely met, but all the participants stated they had greatly benefited and would make the same decision again. After completing the internship, 83% of the students said that they had gained insight into the life-styles of those in their chosen career field; 100% had gained insight into their own needs and interests; 83% were convinced that their career choice was right for them. □

Val D. Rust and Terry Schofield

The West German Sports Club System: Ideal for Lifelong Learning

...in comparison to the high competition of American interscholastic sports, ...belong to sports clubs.

SHARON COLSON was principal investigator of the project described here. She is a research associate in the Center for Career Development and Occupational Preparation (CCDOP) in the College of Education at Texas A & M University (TAMU). CHRISTOPHER BORMAN is director of the center and a professor of educational psychology at TAMU. WILLIAM R. NASH is associate professor of educational psychology at TAMU. Borman and Nash were co-directors of the project.

YOUTH LINES

Consol students named outstanding

Four students at A&M Consolidated High School have been honored by the College Station Kiwanis Club as outstanding high school citizens.

September students of the month are James Stancil, son of Lt. Col. Harold L. Stancil of 1103 Meeks, Oaks, College Station, and Janeen Holland, daughter of Mr. and Mrs. R.B. Holland of Route 1, Bryan.

October students of the month are Tom Wilkes, son of Mr. and Mrs. Lambert H. Wilkes of 301 Park Place, College Station, and Debbie Yeager, daughter of Mr. and Mrs. William P. Yeager of 908 Montrose, College Station.

James Stancil

Debbie Yeager

Janeen Holland

Tom Wilkes

Names underlined are project participants.

Stancil is a member of the National Honor Society and is drum major of the Tiger Band and a member of the all-district and all-region bands.

Holland, lettered three years in golf. She is vice president of the student council and is a band drum major.

Wilkes is a member of the cross country track team and is vice president of the National Honor Society. He is a member of Youth Life and the symphonic band. He is student council parliamentarian.

Yeager is a cheerleader and the 1977 Homecoming Queen. She is a member of the Fellowship of Christian Athletes.

Six named National Merit semifinalists

Six Bryan-College Station high school seniors have been named semifinalists in the 23rd annual National Merit Scholarship Program competition.

Bryan High School students Bob Blakley, Guy W. Sandel and David Bernard Lawrence were named semifinalists in the 23rd annual National Merit Scholarship Program competition.

Mrs. George R. Blakley of Bryan is the mother of Bob Blakley, who is the son of Mr. and Mrs. George R. Blakley of Bryan.

Sandel, who plans to study [illegible] at the University of Texas at Austin, is the son of Mr. and Mrs. Guy W. Sandel of Bryan.

Lawrence, who plans to study [illegible] at the University of Texas at Austin, is the son of Mr. and Mrs. Bernard Lawrence of Bryan.

Blakley, who indicated at the time he took the test last year that he planned to study physics in college, is a National Merit Scholarship Program semifinalist for the second year in a row.

Bryan High School students Bob Blakley, Guy W. Sandel and David Bernard Lawrence were named semifinalists in the 23rd annual National Merit Scholarship Program competition.

Mrs. George R. Blakley of Bryan is the mother of Bob Blakley, who is the son of Mr. and Mrs. George R. Blakley of Bryan.

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Lawrence, who plans to study [illegible] at the University of Texas at Austin, is the son of Mr. and Mrs. Bernard Lawrence of Bryan.

Blakley, who indicated at the time he took the test last year that he planned to study physics in college, is a National Merit Scholarship Program semifinalist for the second year in a row.

MARCH STUDENTS OF THE MONTH. . . The College Station Kiwanis Club has recognized Bob Garner, son of Mr. and Mrs. Robert Garner, 1601 Lawyer, and Rosemary Behrens, daughter of Dr. and Mrs. Charles A. Behrens, 1815 Rondo, as March Students of the Month. Bob, a three year letterman in football and track, is a member of the National Honor Society, Fellowship of Christian Athletes and Student Council. Rosemary is District Treasurer of the Future Teachers of America, member of the Consolidated FTA Chapter, four year member of the choir, member of the Library Club and National Honor Society, Tigerettes and a participant in the TAMI Gifted and Talented program. Both are members of the Methodist Church.

COTTON PAGEANT . . Julia Trigg Crawford, daughter of Dr. and Mrs. Richard Paul Crawford Jr., of 1208 Lancelot in College Station will represent the Brazos County A&M Mothers Club as Duchess at the 44th Annual Cotton Pageant and Ball on April 8, 1978.

She will be escorted by Cadet James Alan Glandt of Moody College in Galveston, Texas.

Last year's participant →

Carreer-o-grams

By MIKE BRASWELL

Legal
Advice
With
Your
Every
Recent lawsuit

By CINDY BECK

Society
Often
Complains if
Individuals
Avoiding the
Life of helping others

When
Others
Realize that helping others
begins with them, the
Knowledge will be such
that
Everyone will
Respond to it

By JACK LAMKIN

Bring you the hits from
Round the world'
Our next is that famous
Australian
Disco band that is
sweeping the country with
their latest hit
"Cardiac Arrest"
All the way from
Sydney, Australia
The group that's
Everybody's favorite the
Bank Koala Bear!!

Left to right: Pam Dunn, Beverly Lindeburg, Robert Cepeda, and Dan Kuni were chosen to the Six Points Optimist Club as active students. Not shown are Mario Reyes and Jackie West.

Seniors attain Optimist award

A distinguished award was given to six seniors last week by the Six Points Optimist Club. The award was based on their involvement in school. The activities ranged anywhere from football to Senior Council to NJROTC.

The seniors that attained this award are Beverly Lindeburg, Mario Reyes, Jackie West, Robert Cepeda, Dan Kuni and Pam Dunn.

The Six Points Optimist Club sponsors many other youth activities that benefit young people and their surroundings. The Club also sponsors Youth City, a special program designed for youth and their needs, teen-age league baseball teams, Cub Scout Pack, an annual oratorial contest, Youth Appreciation Week and Tri-Star Basketball Contest; and also promotes respect for the law. The sponsoring of these activities is financed by the sale of license plate holders sold all over the city by members of the club and by local businessmen.

The Optimist Club consists of businessmen throughout the city concerned with youth and their daily lives. They come together and decide what they will do to help the community and its youth.

Students talk at hearing

11-4-77 Food Services

Three local high school students dished up some food for thought before a U. S. Department of Agriculture Food and Nutrition Service consumer hearing yesterday in Dallas.

Ms. Gertrude Applebaum, director of food services for the Corpus Christi Independent School District, said Eloy Ramirez and Reed Kroloff, both Ray seniors, and Tony Bonilla, Jr., a junior at King, were the only young people to testify at the hearing, which is part of a nationwide sampling of opinion about present and possible future child nutritional programs.

"They were very impressed by their presentations," Ms. Applebaum said. The three students prepared research papers on meal quality, nutritional education, student involvement and other information relative to public school meal programs.

The students and Ms. Applebaum each gave about a 10-minute oral presentation.

Ms. Applebaum said the students were members of the local district's Food Advisory Team, a unit composed of young people and principals from each of the high schools who have been meeting monthly since 1973 to give input to help improve meal programs here.

Names underlined are participants in the program in Corpus Christi ISD

Time to Know
Feb.-March, 1978

Underlined names are project participants at A&M Consolidated High School

High school musical set For four night stand

"Oklahoma", the ever-popular musical written by Rogers and Hammerstein, will be produced by the A&M Consolidated High School Music Department.

James Matheny, High School Choir Director, is working with a double cast for the four night production.

It will be staged on Friday and Saturday, Mar. 3-4 and Friday and Saturday, Mar. 10-11. Admission is $2.50 for adults and $1.50 for students.

Greg Hostetler and Jennifer Noe are cast in the lead roles for two nights. Claude Brusse and Pam Vinzant have the leads in the other two nights.

The support roles under Hostetler and Noe are Kathy Hancock, Tom Jennings, Lynn Johnson, Don McClarey and Russell Bond.

Handling the support roles under Brusse and Vinzant are Teri Richardson, Cecil Davis, Lee Ann Hoover, Lawrence Martinez and Jack Lamkin.

The choreography is under the direction of Teri Richardson, a senior member of the choir. Background music will be provided by an orchestra composed of strings and brass.

The love story is set in the period immediately preceding Oklahoma's admittance to the Union. It is the story of a mutual love shared by "Curley" and "Jud" for "Laurey", a farm girl who lives with an Aunt.

Some of the more popular music is "Kansas City", "Surrey With The Fringe on Top", "People Will Say We're In Love", "Oh What a Beautiful Morning" and "Oklahoma".

Singers to present Messiah

The Community Singers will present its annual concert of Handel's "The Messiah" at 4 p.m. Sunday at the First Presbyterian Church in Bryan.

"The Messiah" has become an annual tradition in the Brazos Valley. The concert will be directed by James Matheny. Organ accompaniment will be augmented by a baroque-sized orchestra.

Greg Hostetler, a senior at A&M Consolidated High School, will have the tenor lead and Pat Peters will sing the contralto solo.

Sue Hodge will appear as soprano soloist, the same part she sang two years ago in the Community Singers presentation of "The Messiah."

Admission is free but an offering will be made.

Names underlined are project participants

Phi Delta Kappa Newsletter
Fall, 1977

Gifted - Talented Program Provides Career Guidance

Twenty A&M Consolidated High School students participating in the Career Education Gifted and Talented Program have been introduced to various career opportunities.

This program is funded through the Texas A&M University Educational Research Department. The Health, Education and Welfare grant provides funds for a three phase program for participating students.

Consolidated's Secondary Curriculum Coordinator Judy Caskey is working with Chris Borman, Bill Nash, Sharon Colson, and Betty Mayfield in the coordination of the program.

Students spent time in Guidance Laboratories which featured guest speakers discussing career opportunities in their various areas. The second phase will have the student placed with a professor in an area of special interest to that student.

The third and final stage provides for work opportunities in a career oriented position. Students may be assigned to work out in the community or at TAMU.

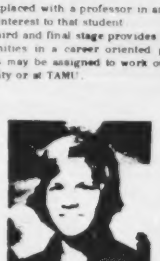
1977 December-January Page 11
TIME TO KNOW

Four seniors are Commended

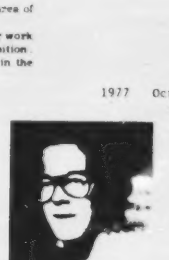
High School Principal Rodney LeBoeuf has announced that four senior students have achieved Commended student status in the 23rd annual National Merit Scholarship Program.

They are Donald L. Blevins, son of Mrs. Larry Clifton, 1205 Ashburn; Glen E. Fryxell, son of Mr. and Mrs. Paul Fryxell, 710 Redmond; Paul O. Haugen, son of Mr. and Mrs. O.O. Haugen, 1200 Ort, and Karen L. Sackett, daughter of Mr. and Mrs. William Sackett, 1213 Glade.

1977 October-November Page 3
TIME TO KNOW



PAUL BASSETT



KELLY BOUGHTON

TERRY STOVER

Consol has 3 merit semifinalists

Three A&M Consolidated High School students have been named as semifinalists in the National Merit Scholarship Program according to an announcement by High School Principal Rodney LeBoeuf.

They are Paul Douglas Bassett, son of Mr. and Mrs. James W. Bassett, 303 W. Dexter; Lawrence K. Boughton, son of Mr. and Mrs. R.B. Boughton, 1814 Leona, and Terrance L. Stover, son of Mr. and Mrs. Virgil Stover, 1017 Holt.

Semifinalists are the highest-scoring students in each state. The number named in each state is proportional to that state's percentage of the nation's total graduating senior class. These students represent the top half of one percent of the nation's most academically talented young people.

These academically talented students will join some 15,000 students in competition for about 3,900 Merit Scholarships to be awarded in the spring of 1978.

To be considered for scholarships, semifinalists must advance to finalist standing by meeting further requirements. These requirements include being fully endorsed and recommended for scholarships by their secondary school principals, presenting school records that confirm high academic standing, and substantiating their high qualifying test scores with equivalent scores on a second examination.

Consol seniors picked for A&M careers program

Twenty A&M Consol seniors are participating in Texas A&M's Gifted and Talented program for 1977-78.

The students are exposed through the program to various career opportunities, both in talking with people who work in various fields and in work programs.

The first phase of the program runs from Nov. 21 to Dec. 21. Students spend time in a guidance laboratory learning about and discussing career options.

The second phase, from Jan. 4 to Mar. 24, places students with professors working in their field of interest, enabling students to see and hear first-hand what can be done in that field.

Finally, the students are provided work opportunities in career-related positions both in the community and at the university.

Students are recommended for the program by teachers, counselors, parents and personal applications.

Selected for this year's program are: Terry Stover, Paul Bassett, Paul Haugen, Diana Pfannstiel, Teri Richardson, August Wenck, Donald Blavier, Jack Lamkin, Emmy Morrison, Nancy Pedulla, Kevin Stroud, Lynnette Buffington, Robin Bowman, Mike Braswell, Rosemary Behrens, Cindy Beck, Greg Hostetler, James Stancil, Mike Harville and Tom Wilkes.

Mark Skurka is a project participant in Corpus Christi ISD

9/20/77C Corpus Chr.

Pilot program offers special career training

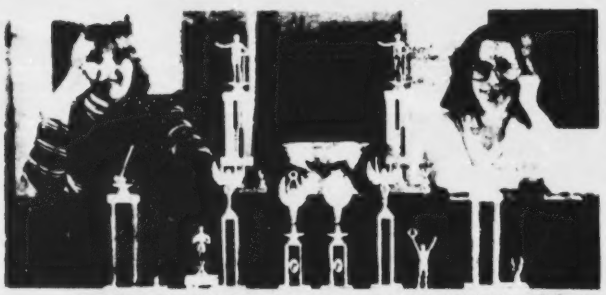
A new pilot program will allow some students at Ray High School to explore career choices before leaving school.

The program, in which the Corpus Christi Independent School District is participating, helps students considered gifted and talented with career decisions. The program is paid for by federal money administered through Texas A&M University.

Out of 70 candidates, 15 to 20 will be selected to participate, school officials said.

In the first part of the three-part program, students will get career guidance. Then they will be assigned to teachers at Del Mar College and Corpus Christi State University to work in laboratories and classes.

Later they will get practical work experience in their chosen fields.



Jenny Hoel and Jackie West, seniors, "love to argue." This attitude has made them NFL's top debate team.

Photo by John May.

Partnership stems success

When someone has received several trophies or awards, it appears to be a newsworthy item, so a story is written. This is one of those stories. In fact, two people are involved. They are Jackie West and Jenny Hoel, seniors, and the National Forensic League's (NFL) top debate team.

Finding out that Jenny and Jackie were going to be interviewed, some of the NFL members surrounded the pair. As the interview got under way, it seemed as if they were very well at ease, situated in their natural habitat, Theatre 5, while talking about their experiences in debate. We love to ARGUE!" they laughed together.

Preparation for a tournament is very time consuming. Jenny and Jackie spend most of their time EATING, SLEEPING, [illegible] TALKING DEBATE." They even dream and think debate. Jackie elaborated and said, "Not only that, we spend three-fourths of our lives at the Del Mar library researching information." Sophomore Michael Solka jokingly said, "Yeah, and they are on a first name basis with all the books!" Sometimes they will spend four or five hours researching one topic.

Since the tenth grade, this pair has broken out of the preliminary finals in almost every tournament. They have received first division rating in several tournaments and this year they have had mounted successes. In the Spring Woods Houston outing, they achieved seventh place in Championship Cross-Examination (CX) debate over the 65 teams who participated. At the Sinton tournament, they won first place in Standard debate; there Jenny was voted first best speaker and Jackie second best speaker. Once again entering CX debate, the team ranked fifth out of 46 teams in the Jefferson tournament in San Antonio. Incidently, Jenny also enters Extemporaneous speaking or Humorous Interpretation at tournaments and Jackie enters Oration or Extempt. In fact, she qualified for State in the last event. Next month state competition will be held at Baylor University.

Jim Cooper, NFL sponsor, feels that they are the best debaters as far as being competitive, sportsman-like and hard workers. "They are by far the best team I have ever worked with. And best of all, they have not acquired the snob-syndrome many top debaters get," he added.

Names underlined are participants in the program at Corpus Christi ISD

'Bite the apple' this weekend

TAKE A BITE OF THE APPLE, the knowledge of it will not ban one from Paradise. In fact, the viewing of the Theatre 5 Performers' production of Stuart Ostrow's, "The Apple Tree" will give one a better awareness of temptation. The production will be performed at Harbor Playhouse this Friday and Saturday at 7:30 p.m.; the tickets are $2.75.

Composed of three acts, "The Apple Tree" is a trilogy dealing with varying forms of temptation. Act I revolves around Mark Twain's conception of Adam and Eve. This story is light-humored and one realizes who actually named all the animals in Paradise. Principal characters are Adm - Jesse Overton, senior; Eve - Terry Barecky, senior; Snake - Tom Smith, sophomore.

DECISIONS, DECISIONS, DECISIONS and the consequences of certain decisions can lead to one's death. Act II expresses the consequence of Princess Barbara's love affair with Captain Sanjar, a commoner. Cris Bazan, senior, portrays Barbara, and her captain is Mark Skurka, senior. Her father, King Arik, is performed by Adam Bushong, sophomore, and the Balladeer is Donny Jones, junior. "The Lady or the Tiger" — which door will Captain Sanjar choose?

Act III, a modern day fairy tale, is based on Carol Burnett's version of Cinderella. "I am absolutely gorgeous, ravishing, radiant . . . I am PASSIONELLA." This part of the show centers around a chimney sweep's desire to become a "Rich, Glamarous, Beautiful Movie Star." Leads are Passionella - Gigi Antoni, sophomore, and Flip - Rue Ramirez, junior.

Emphasizing the fact that it is a total student production, Mr. Cooper assigned several students to direct various aspects of the production. Senior Karen Wilder, stage manager, said, "We can relay our ideas to Cooper and he will listen and consider them. More times than not, you'll find out that your ideas are used when appropriate."

Everyone is urged to get their tickets early due to the fact that people can only see the show on the night stated on the ticket, and tickets will not be sold at the door. Tickets may be purchased from any drama member or call 855-7361 ext. 33.

THE EAGLE Bryan-College Station, Texas

Youth lines

Thursday, December [illegible] Page 11A

Seniors honored

By DEBBIE SULTEMEIER
A&M Consol
Youth Lines Editor

Outstanding High School citizens were honored by the Kiwanis Club of College Station at a luncheon Tuesday, December 13.

Each month the club honors two seniors from A&M Consolidated. They are recommended by the faculty, staff and teachers. A committee of three teachers (Wendell Hensley and Wilkerson) and a counselor (Denton) chooses the honored students from the ones recommended.

The students recognized in September were James Stancil and Janeen Holland. In October Tom Wilkes and Debbie Yeager were chosen.

Four students were given the spotlight this week. They were Ron Coiklin, Lanette Buffington, Bina Davis and Chet Churchill.

Ron is active in football, the FCA, secretary-treasurer, President of the Senior Class and a member of the Student Council. He plans to attend A&M, majoring in engineering.

Lapette is President of FTA, Secretary of the Student Council, active in the Art Club, National Honor Society and the Church of Christ youth group. Some of her accomplishments include winning the D.A.R. American History Award and two ribbons at the Houston Livestock Art Show. She plans to attend A&M and major in education.

Bina is into basketball, volleyball and track. She is active in FTA, Spanish Club, National Honor Society, choir and President of the HERO Club. She has been active in the past in Sugar 'n Spice (a performing singing group) and Tigerettes. She received the Biological Science Award. She is active in the Methodist church and President of its youth group.

Chet is a varsity football player and Spanish club member. He is very active in the Society for the Study of Amphibians and Reptiles. Recently he was a finalist in the Mr. Consolidated pageant.

Names underlined are project participants.

Federal aid given A&M for projects

A federal grant of $82,[illegible] to continue projects that help gifted and talented high school students with career decisions has been received by educators at Texas A&M University.

The project has been expanded this year to include Ten Corpus Christi high schools in addition to A&M Consolidated High School.

Funded by the Department of Health, Education and Welfare (HEW), office of education, the program is being observed by HEW for possible use as a model in other projects.

Dr. Christopher Bartlett, project director and head of the university's center for career development and personnel preparation, said this year's program will be [illegible] same units found [illegible]

A [illegible] students who [illegible] are to be [illegible] A&M Consolidated. Students are to spend time with a faculty member in the field of their interest, and then return to the classroom for [illegible] Bartlett explained.

In Corpus Christi, students will spend time with teachers at Del Mar College and Corpus Christi State University. In both A&M-Corpus Christi [illegible]

A performing and visual arts component was added to the [illegible] career project, Bartlett said.

Dr. Addison Woodward, associate director of the program and Shahid Chaudry is assistant director.

Career education Program benefits 20 scholastics

Twenty A&M Consolidated High School students participating in the Career Education Gifted and Talented Program have been introduced in the past three weeks to various career opportunities.

This program is funded through the Texas A&M University Educational Research Department. The Health, Education and Welfare grant provides funds for a three phase program for participating students.

Consolidated's Secondary Curriculum Coordinator Judy Caskey is working with Dr. Chris Borman, Dr. Bill Nash, Sharon Colson and Betty Mayfield in the coordination of the program.

Students spent time in Guidance Laboratories which featured guest speakers discussing career opportunities in their various areas. The second phase will have the student placed with a professor in an area of special interest to that student.

The third and final stage provides for work opportunities in a career oriented position. Students may be assigned to work out in the community or at TAMU.

Sponsors of the program are interested in placing students in an internship relative to their mentorship phase.

Selected for this year's program are Terry Stover, Paul Bassett, Paul Haugen, Diana Pfannstiel, Teri Richardson, August Wenck, Donald Blavier, Jack Lamkin, Emmy Morrison, Nancy Pedulla, Kevin Stroud, Lynnette Buffington.

Also, Robin Bowman, Mike Braswell, Rosemary Behrens, Cindy Beck, Greg Hostetler, James Stancil, Mike Harville and Tom Wilkes.

PROGRAM COORDINATORS--(L ro R) Sharon Colson, Judy Caskey, Betty Mayfield and Les Saltzberg at one of the many planning meetings necessary to coordinate the Gifted and Talented Program.

Copy Chuck Collier 5/1/78

Ray student gets an education

Senior enjoys careers program

By TERRI ACKERMAN

When the afternoon bell rings at Ray High School, the most exciting part of Margaret Oliveira's education is just beginning.

As part of a pilot career education program, Margaret, daughter of Mrs. Luis Oliveira of 603 Wagon Trail, heads off to the county courthouse.

There she spends two hours daily under the guidance of County Attorney Mike Westergren and his assistant Ann Skaro, learning first hand about one of her future career choices - law.

Margaret is one of 20 seniors selected last September at Ray High School to participate in the community based career education program for gifted and talented students. Her internship at the courthouse is the final part of a three-phase project developed at Texas A&M University.

Before we started the program in May, we solicited nominations from the senior body, teachers and counselors, M.A. Evers, program consultant, said.

Every nominee was screened by a series of tests.

Then Phase 1 began - a daily two-hour guidance lab, which the students attended in addition to regular courses. They identified tentative career interest areas through self investigation and evaluation procedures.

Phase 2 was spent under the mentorship of a college instructor in the student respective career choices. Some of the students followed professors engineering to biology, art to marine biology, and special education.

Margaret's mentor for Phase 2 was Dr. Robert Reeder, political science professor at Corpus Christi State University.

Reeder said he prepared a list of people which gave Margaret a view of the criminal justice system from beginning to end.

I had her sit in on classes, go to courtrooms for each phase, he said. She talked to bail bondsmen, sat in on a trial and talked to police.

The most memorable project for Margaret was the police ride along during which she saw a thief arrested for the robberies of several convenience stores.

The policemen she said, stopped at one of the stores when they noticed someone suspiciously looking through magazines.

When they got out they yelled. Come on, Margaret, she said. After they asked the young man questions, they searched him.

They found a gun, rings, bracelets, and watches stuffed in his pants and his underwear. Meanwhile, I'm standing here watching all of it.

Later she watched as the policemen booked the suspect at the city jail.

That experience for me was just great. I saw that there wasn't much like the television on television, she said. It reflected the portrayal of a career in law.

It was during this second phase that she met Westergren and his Skaro who are the professionals she now shadows, or follows around during Phase 3.

I have learned to write up subpoenas and how hard it is to sign and ask for a continuance, she said. Then Westergren and Ms. Skaro stop and explain things. They make me feel so important.

Westergren praised the practical aspect of the program.

A kid goes in the fall looking a unit or hard to get in books, he said. This has been a good learning ground to help her decide if she wants to pursue law.

The Corpus Christi school district was selected as a site for the pilot program because it is centrally divergent, Ms. Evers said.

She was one of the research associates in the development of the program at Texas A&M University which is being used in other schools besides A&M Consolidated High School in College Station.

It is a unique model for the nation, she said. Many are interested in the gifted and in career education, but they haven't tied them together.

Through this program, we have involved all sectors of the community and have destroyed many stereotypes. It's a win-win real life education.

County Attorney Mike Westergren and assistant Ann Skaro (R) review a case as Margaret Oliveira looks on

Curriculum Perspectives - 1977-78

by Judy Caskey, Secondary Curriculum Coordinator

DIFFERENCES IN THREE PROGRAMS EXPLAINED BY CURRICULUM DIRECTOR

There appears to exist throughout the District some confusion as to the interpretation of the terms "gifted and talented", Talents Unlimited and Accelerated. This article is intended to define these terms as they are used by the A&M Consolidated I.S.D.

Gifted, Talented

"Gifted and Talented" is used in reference to a program funded through the United States Office of Education and Ten Centers for Career Development and Occupational Preparation of Texas A&M University is state among the participating districts and an evaluation of the program operated in the December issue of this column, page 3, carried many different ways parents may begin to help nurture multiple talents in children at home.

Accelerated

"Accelerated" refers to students who are performing above grade level within an academic area.

During the school year 1976-77, Title IV-C funds were available to conduct a pilot project for academically gifted students within a resource room setting.

The purpose of the project was to pilot materials and procedures which would be mainstreamed back into the regular classroom in the next year.

These funds primarily paid for one full time elementary teacher and one part-time Middle School teacher. Not all qualified students could participate due to space and staffing. Funds for this program were not renewed by the State Education Agency.

Currently, accelerated students are mainstreamed in classes and are handled on a personalized basis by their teachers through contracts, learning activity packets, individual research and enrichment activities. Students are allowed to expand their knowledge as far as they can, both vertically and horizontally.

Presently, the Texas Education Agency has listed "Gifted and Talented" as one of their top priorities. However, no state guidelines as to identification of or funding for such a program have been determined.

The misinterpretation and misunderstanding of the terms "accelerated" and "gifted and talented" exists not only at the local level but also at the state level. It follows that just because a student is accelerated, he may not be "gifted and talented", or vice-versa.

Study underway

The Board of Trustees at their last meeting authorized the Administration to begin work with the Curriculum Committee and a Parents Advisory Committee to formulate plans for a possible return to an accelerated program.

Talents Unlimited

2 teachers added for 'gifted' program

By ROBERT C. BORDEN
Staff Writer

Two resource teachers will be employed by the A&M Consolidated school district next year to assist classroom teachers in the new program for gifted and talented students.

Trustees of the district agreed to employ the two resource teachers after two elementary school teachers said they needed help in gathering resource material for accelerated students.

Two trustees — Bill Fitch and Lambert Wilkes — originally had favored employing two aides to assist the teachers in the classroom, but the two elementary teachers said the aides would require more work than they saved.

Trustees also approved the concept of the gifted and talented program at the elementary, middle school and high school level.

Dr. John Reagor, chairman of the curriculum committee, presented the report on the program, which is designed more for the academically accelerated students rather than the artistically talented.

Also presented was a list of three priorities for funding for the program.

Priority I, favored by Reagor and curriculum committee member Rodney Hill, called for two resource teachers at an estimated cost of $22,500 per year, two aides at an estimated cost of $9,000 per year and employment of consultant services at an estimated cost of $500 per year.

Priority II called for the two teachers and the consultant services.

Priority III called for the two aides and the consultant services.

Reagor said the program could function with any of the priorities although he said Priority II was as low as he felt the district should go.

Don Hellriegel, president of Parents in Partnership With Education, said, "Priority III is a guaranteed formula for failure. It is a formula to motivate our good teachers to look elsewhere for jobs."

He accused Fitch of putting up a "smokescreen for the economics involved" by saying the teachers in the classroom should handle the program for gifted and talented students assisted by aides.

"I would be upset with the board if they demanded our teachers do this," Hellriegel stated.

Fitch said, "I'd rather see the teachers themselves design the program" for the accelerated students.

He said the classroom teachers best know the needs of the individual students in each class. "I'd almost rather see us hire six aides," Fitch said.

After the two elementary teachers said they need help from resource teachers in gathering materials for accelerated students, both teachers said aides would require more work on the part of the classroom teachers because the aides would have to be shown what materials are needed and where to get them.

The two teachers noted a trained resource teacher would be familiar with the materials available and could help the classroom teachers design individual programs for the accelerated students.

The motion to hire two resource teachers passed 6-1, with Reagor opposing.

At the elementary level, the board approved a clustering plan in which accelerated students will be placed in groups of four or five in individual classrooms. The resource teachers will help the classroom teachers prepare an individual work program for each of the accelerated students.

At the Middle School, accelerated students will be clustered in "honor sections" in some subjects, such as reading and language arts. A section of Algebra I also will be provided in the eighth grade for gifted mathematics students.

The Eagle/Bryan College Station, Texas

Brazos Page

News of Bryan-College Station and the Brazos Valley

Tuesday, May 16, 1978 — Page 1B

At the high school level, the board agreed to support strongly Texas A&M University's high school enrichment program and to continue the senior mentorship plan.

Also, high school students will be allowed to test out of certain basic courses without credit in order to take a more advanced course. This will take at least a year to implement, according to Reagor.

Accelerated students also will be allowed to purchase college textbooks and use them in the high school courses with the possibility they can place out of some courses when they get to college, Reagor said.

WORKING ON PROJECT--Students Dwayne Parsons, Amy Plapp and Julia Crawford work with Dr. Mel Chastain, left, on the script for the video-film.

Consol gets two TSPRA awards

CHS-What Next?

"CHS--What Next?", a 30 minute video-film produced by three A&M Consolidated High School students won an Award of Merit in the Texas School Public Relations publications contest.

Julia Crawford, Amy Plapp and Dwayne Parsons were participants in the career oriented Gifted and Talented program sponsored by Texas A&M University when they produced the film.

The program had three phases that each of the 20 participating students completed. The first phase was spent in a counseling laboratory exploring career opportunities.

The second phase was spent in a specific department under the guidance of a professor and the third phase placed the student as an intern in their chosen field.

Dr. Mel Chastain, Director of Educational TV, KAMU, served as faculty advisor for Julia, Amy and Dwayne. Their project was to develop and produce a 30 minute documentary for airing over KAMU.

The result was "CHS--What Next?" which explored high school as it was then (1976-77) and what the student has to look forward to after graduation.

Our congratulations to Julia, Amy and Dwayne for their efforts, and thanks to Dr. Chastain for his hours of dedicated service to the students.

Six students are working with Dr. Chastain in this program this year.

Follow-up from 1976-77 project

Educational Research Funding at Texas A&M Moving at Rate of Million Dollars Per Year

For the past two years, the faculty of the College of Education at Texas A&M University has generated research and development projects with funding levels of over one million dollars each year. This year should continue the trend. A brief overview of the work now in progress includes both training and research activities funded from federal, state and foundation monies.

FEDERALLY SUPPORTED RESEARCH

Chris Borman and Bill Nash are directing a project supported by the U.S. Office of Education to validate and refine a model program for gifted and talented students using community based resources. The project, housed within The Center for Career Development and Occupational Preparation (CDOP), is being conducted in Corpus Christi.

Two other projects are being run under the auspices of U.S.O.E. one is to design materials and training services for improving the handicapped student's access to vocational programs in public education settings. This will hopefully improve the handicapped person's ability to translate his education into a more meaningful and permanent job. The second project is researching the utility of cognitive concept learning theory in vocational settings with the mentally handicapped students. Both projects are under the direction of Don Clark and Marc Hull.

Phi Delta Kappa Newsletter
Fall, 1977

Underlined names are project participants at Corpus Christi ISD

CCISD Communiqué
CORPUS CHRISTI, TEXAS

VOL. 3, NO. 4 — NOVEMBER, 1977

Gifted Ray, Carroll students participate in career ed project

Under the aegis of A&M University and CCISD, Ray and Carroll high school students are participating in a career education for the gifted project, funded by the U.S. Office of Education.

According to M. K. Evers, project specialist, various school districts were considered for housing the program, but CCISD seemed to be the most appropriate. A relatively large community with a diverse cultural population and a university were the basic conditions for selecting the project site.

The first Texas career education project for the gifted evolved at College Station with A&M's guidance. Ms. Evers explained that A&M is very interested in seeing the CCISD project work. A&M has ordered the materials for the classes and has shared professional expertise.

The purpose of the project is to give gifted students a chance to define and meet their career development needs with aid from the community. "Career education isn't only finding out what you want to be when you grow up and how to get there. It is more of a totality of one's experience, involving an effort of the community, school and business," Ms. Evers said.

To participate in the program, students were either self-nominated, or they were nominated by school personnel. From the Ray nominees, 20 students were selected after a screening process. 150 Carroll nominees are still in the process of being screened. Ray and Carroll were picked for the program because of their more proportionate ethnic numbers.

Divided into three phases, the program is integrated into each academic quarter. Students receive two elective credits per quarter. Each phase is geared toward giving the students a laboratory experience.

In the first phase, students investigate their career interest areas. After this, students are assigned to a mentor in the second phase. The mentors are professors from Del Mar College and Corpus Christi State University. Under this plan, students are encouraged to experience the professional activities of the mentors.

A working internship comprises the third phase. Students are paired with individuals from the community involved in business, industry, labor or a profession.

The objective is for students to observe life styles required by the careers, dispositions and personal characteristics necessary in these careers, and the responsibilities that accompany work.

In addition to this, students study business and industry publications and listen to lectures by community people.

(continued on page 4)

Gifted Students (continued from page 1)

Ms. Evers staunchly believes in the educative quality of the program. The program is unique in that it allows students to apply theoretical situations to practical ones, she said.

"It is time," she commented, "that educational institutions turn their sights to them gifted. The gifted are handicapped as much as the underachievers. We should make them aware of their potential and give them experience."

Yolette Garcia

Texan Trails

Denton

Favorites

Chills of suspense seemed to be appropriate in the cozy setting of "Winter Wonderland," as the favorites of 1977-78 were announced by seniors Chris Flood and Laura De La Garza.

Senior favorites are Paul DeGroot, Andrea Alvarez, Belinda Bayarena, Bobby Warren, Margaret Olivaire, Martin Reyes, Andrea Habib, Tony Soto, Beverly Lindeburg, Mario Reyes, Laura De La Garza, and David Sanchez.

A special award for the most outstanding senior boy and girl was awarded to Bobby Warren and Belinda Bayarena.

Junior favorites are Anne Thomeason, Ruben Castillo, Lisa De La Garza, David Campos, Velda Vela, Mark Miller, Jenny Kosier, Tracy Mount, Cathy Fondren, and Ruben Valdez.

Sophomore favorites consisted of Tracy Jackson, Joe Monroe, Rene Lyde, Mitch Miller, Regina Salinas, Arnold Gonzales, Glyn Wright, and Rudy Hacker.

Last year's el tejano received the honor of being named Champion in the Newspapers Bi-weekly Contest at Denton for the state of Texas. Another winner was The Carroller, at Carroll, which was awarded Certificate of Merit.

The editor of the paper was Lindi Lewis, a 1977 graduate.

The contest was at the Texas Woman's University. The activity was also a workshop which lasted for three days. The newspaper entered last July.

Reed Kroloff, senior, won first place for a Newspaper/Newsmagazine Straight News Story.

Among some of the other categories that can be entered in contest are The Yearbook, Advertising in Newsaper or Yearbook and Photography.

el tejano will re-enter this year in contest.

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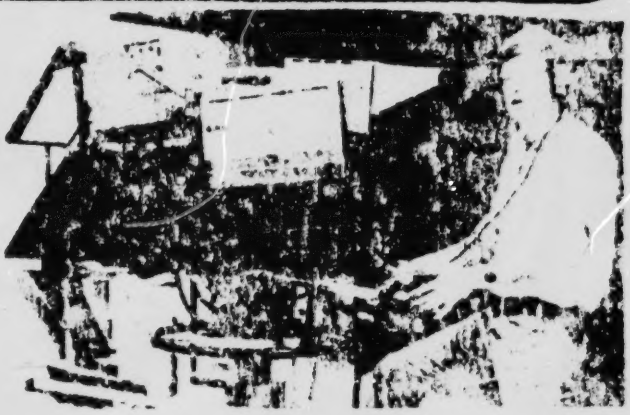
el tejano

CIRCULATION 2500 | 8 PAGES | VOL XXVII no. 13 | CORPUS CHRISTI, TEXAS

Animated films place



Senior Mark Skurka works at television Channel 3 while pursuing his career interest in TV/Radio.

Program provides career experience

After the initial overcome of "gear up hassles," the Gifted and Talented Program for seniors is currently completing the internship phase of the career education program.

M.K. Evers, project specialist, said the project has been "Great! based on input from students, parents and others involved in the program." In the working internship phase, students are paired with individuals from the community involved in business, industry, labor or profession. The objective of the program is for students to observe life styles required by the careers, dispositions and personal characteristics necessary in these careers and the responsibilities that accompany work.

Students involved in the internship phase and their career interest are David Bright, Law; Bryan Harris, Electrical Engineering; Reed Kroloff, Real Estate Law; Suzan Laub, Public Relations; Beverly Lindeburg, Computer Science, Margaret Oliveira, Law/Ambassador; Barbara Mason, Fashion Merchandising; Mary Helen Niemann, Wild Life Science; Eloy Ramirez, Law; David Ross, Marine Science; Mary Ann Saenz, Medicine; Mark Skurka, TV/Radio; and Debbie Whitehurst, Advertising.

These students work with, and observe individuals in the community experienced in their particular career interest. Bryan commented, "The internship phase has been the most beneficial since you can actually see the things happening in your career field." "I am glad to be in the program and be able to guide any future plans for the program," said Suzan. Beverly replied, "I've really learned a lot and I hope everyone gets a chance to be in the program next year."

Name underlined is project participant

REHEARSING FOR today's presentation of Handel's "Messiah" by the Community Singers are, left to right, James Matheny, director; Greg Hostetler, tenor soloist; and Sue Hodge, soprano soloist. The annual concert will be at 4 p.m. at First Presbyterian Church.

(Staff photo)

Singers to present 'Messiah'

Handel's "Messiah" will be presented by the Community Singers at 4 p.m. today at First Presbyterian Church.

The concert is an annual presentation of Community Singers.

Greg Hostetler, a senior at A&M Consolidated High School will have the tenor lead. Pat Peters will sing the contralto solos. Soprano soloist will be Sue Hodge, who was the soloist in the "Messiah" concert two years ago.

The concert will be directed by James Matheny. Musical accompaniment will be by organ and baroque sized orchestra.

The concert is free but an offering will be taken.

Norman reflects on year

Optimistically commenting on the coming year, Lowell K Norman, principal, remarked, "If registration gave any indication of the year ahead, it should be tremendous. The two assistant principals and I saw a really fine performance from sophomores, juniors, and seniors. They should all be commended on their good conduct. I saw only the best behaved youngsters during registration, there was no pushing, shoving, or arguing."

"We are stressing basics and student attendance this year," he explained, as did Dana Williams, superintendent of the Corpus Christi Independent School District, earlier this summer. Dr. Norman noted that student attendance is a serious problem which requires special attention. New changes went into effect this year as Corpus Christi high schools returned to the 55-minute classes after three years with the 80-minute class quarter system.

Concluding, Dr. Norman asked, "What makes a successful year?" and in answering he explained, "Students, teachers, parents, the community, and the administration all make a good year. The more they work together, the more successful it will be."

Pictured above is Margaret Oliveira, senior, who participated in The Sister-City Exchange Program.

W.B. Ray High School September 7, 1977

el tejano

[illegible] 2500 [illegible] VOL. XXVII, NO. 1 [illegible], TEXAS

Seniors attend seminar

Four seniors attended the Civitan seminar held at St. Edwards University in Austin during the week of June 5-10. Attending the seminar were Andrea Habib, Jenny Hoel, Read Krotoff, and Beverly Lindeburg.

Civitan, a nation wide organization, annually organizes this seminar to promote government awareness, free thinking and

Jenny Hoel. She maintained that "overall, the group was open and friendly." Jenny was a nominee for the Most Outstanding Girl at the seminar. She explained that in the afternoon sessions, group discussions were held. A wide variety of subjects were discussed such as religion, Carter's energy plan, and teaching. She is currently president of the National Forensic League, [illegible] Citizen Youth in Action,

Student describes Japanese customs

There is a proverb the Japanese are familiar with that goes: "One should not say wonderful until he has seen Nikko."

Well, Margaret Oliveira, senior, who has visited this Japanese city and several others, truly has the right to say wonderful after traveling to Japan this summer under the student exchange program with Corpus Christi's sister-city, Yokosuka.

Margaret visited different cities and participated in many activities. She saw the Olympic Stadium and the Emperor's Palace in Tokyo, viewed Mount Fuji in Hakone, went shopping in Yokohama, visited the Great Bronze Buddha in Kamakura, and went up the mountains in "wonderful" Nikki. "It (the city) was very beautiful," said Margaret.

Margaret, who was also considered an "ambassador of goodwill," stayed with Dr. and Mrs. Mitsuo Kumazawa and their family. "They are my special family whom I will always remember and love."

While staying with the Kumazawa family, Margaret ate the customary Japanese foods, occasionally wore the traditional Japanese costume, and participated in family activities. Among some of the foreign foods she ate, Margaret tasted seaweed soup and seaweed jello, jelly-fish tentacles, all types of sneil fishes, and occasionally beef, which is very expensive in Japan.

Eloy Ramirez, Jackie West reflect qualities needed to attend Boy's, Girl's State

Traits which are advantageous to anyone are eloquence and versatility. Eloy Ramirez and Jackie West, seniors, have reflected these qualities and were chosen to attend Boy's and Girl's State, which is an organization designed to acquaint students with the Texas government, this past summer.

Upon arriving each participant is automatically placed in a political party, the Nationalists or the Federalists. Afterwards they were given the ground rules for designing campaigns and elections and for creating a city complete with laws. The camp faculty then abstained from interfering but provided counselors for advice.

Eloy, a Nationalist, gave a nomination speech for State Party Chairman and firmly stated that he wanted his party to win. Every office was filled by the Nationalist party after the election. For the past ten years the Federalist part had always swept the state.

"As State Party Chairman I had total power. I decided who ran what office, appointed Commissioners, filled vacancies and directed the SPC County Conventions," he added. Apart from this office, Eloy was a representative for the county convention, this where his office originated.

Eloy Ramirez and Jackie West attended Boy's and Girl's State this summer

Besides gaining knowledge about government he gained many friendships. "I know that if I travel to any city in Texas I'll know at least one guy there." He has also been asked to be a junior counselor next year and is a member of Who's Who in High School.

the "cream of the crop"

Participants in Boy's and Girl's State were always told that they were the "cream of the crop."

Jackie West, also a Nationalist party member, held several positions at Girl's State. These were that of senator, city council member and Commissioner of Industry by appointment of the governor. She had run for governor but came in third place. "I think it was great that many people informed me of their support and had hopes of winning."

As in Boy's State, things operated in the same way. Lectures given throughout the day by politicians from all over the nation and the mayor of Austin also spoke. Time was also given to establish campaigns and cities.

Currently involved in several activities, Jackie feels that the National Forensic League contributed to her being chosen for Girl's State. Eloy is also a member of NFL. She plans to become a lawyer someday. She hopes to attend Baylor University and receive a degree in Education and later go to the Southern Methodist University Law School. Eloy is definitely going to college and probably law school to become a corporate lawyer.

Boy's State was the University of Texas and Girl's State was held at Texas Lutheran College. Jackie advises that if one wishes to attend this program to "expose yourself to many people, get involved in several activities and keep up your grades."

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Eloy Ramirez is a project participant in Corpus Christi ISD

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Appendix E

SAMPLE QUESTIONNAIRES

Career Education for Gifted
and Talented Project

Texas A&M University/A&M Consolidated ISD

Phase I

GUIDANCE LAB EVALUATION

Student Name (optional) _____

Date _____

1. List in rank order the activities which were most beneficial to you this week.

_____

_____

_____

2. List in rank order the activities which were least beneficial to you this week.

_____

_____

_____

3. List activities that would contribute to your career development that you would like to have included in the Guidance Lab.

_____

_____

_____

4. What changes would you make to increase your benefit from the Guidance Lab in terms of career development?

_____

_____

_____

Career Education for Gifted
and Talented Project

Texas A&M University/A&M Consolidated ISD

PARENT QUESTIONNAIRE

Participant Name (optional) _____ Date _____

Parent Name (optional) _____

Please respond to the following statements by circling the number which best corresponds with your observations of the participant.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. In your opinion, your child has demonstrated increased understanding of his/her interests, skills, and abilities since participation in this project.	1	2	3	4
2. In your opinion, your child has demonstrated increased knowledge of career information since participation in this project.	1	2	3	4
3. In your opinion, your child has demonstrated increased awareness of economic factors influencing career opportunities since participation in this project.	1	2	3	4
4. In your opinion, your child has demonstrated increased knowledge of job acquisition and retention methods since participation in this project.	1	2	3	4
5. In your opinion, participation in this project has increased your child's skills in career planning and decision making.	1	2	3	4
6. In your opinion, participation in this project has increased your child's knowledge of the required life style, necessary personal characteristics, and accompanying responsibilities associated with his/her selected career possibility.	1	2	3	4
7. Your child discusses with you his/her future career/educational alternatives.	1	2	3	4

OVER

	Strongly Disagree	Disagree	Agree	Strongly Agree
8. As a result of participation in the project, your child has a more realistic view of a college student's responsibilities.	1	2	3	4
9. Your child has changed career goals as a result of participation in this project.	1	2	3	4
10. Your child shares project experiences with you.	1	2	3	4
11. Your child has enjoyed participating in the _____.	1	2	3	4

- - - - - - - - - - - - - - - - - -

In your opinion, the most beneficial aspect of the _____

is: _____

_____

In your opinion, the least beneficial aspect of the _____

is: _____

_____

Additional Comments: _____

_____

_____

_____

DISCLAIMER

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Career Education for Gifted
and Talented Project

Texas A&M University/A&M Consolidated ISD

Phase II

STUDENT MENTORSHIP QUESTIONNAIRE

Please respond to the following statements by circling the number which best corresponds to your feelings concerning the project during the previous two week period.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. As a result of mentorship experiences I am gaining:				
(a) greater understanding of my interests, skills, and abilities	1	2	3	4
(b) additional career information	1	2	3	4
(c) awareness of economic factors influencing career opportunities	1	2	3	4
(d) skills in job acquisition and retention	1	2	3	4
(e) career planning and decision-making skills	1	2	3	4
(f) knowledge of the required life style, necessary personal characteristics, and responsibilities associated with my selected career possibility.	1	2	3	4
2. My relationship with my mentor is meaningful in terms of discussions held, ideas exchanged, and experiences shared.	1	2	3	4
3. Mentorship experiences have been above my level of understanding.	1	2	3	4
4. Mentorship experiences have been below my level of understanding.	1	2	3	4
5. My career plans have not changed as a result of the mentorship experience.	1	2	3	4
6. Contact with the project staff has been adequate.	1	2	3	4

OVER

	Strongly Disagree	Disagree	Agree	Strongly Agree
7. The guidance lab adequately prepared me for mentorship.	1	2	3	4
8. I look forward to the bi-weekly seminar.	1	2	3	4

Why or Why Not?

Additional Comments:

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Career Education for Gifted
and Talented Project

Texas A&M University/A&M Consolidated ISD

Phase III

STUDENT (INTERNSHIP) QUESTIONNAIRE

Student Name (optional) _____ Date _____

Please respond to the following statements by circling the number which best corresponds to your feelings at this point during the project.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Internship experiences are useful to me because I am:				
(a) Gaining insight into my own needs, interests, and abilities	1	2	3	4
(b) Gaining awareness of economic factors influencing career opportunities	1	2	3	4
(c) Gaining information about my chosen career field	1	2	3	4
(d) Developing good work habits and competence in my career field	1	2	3	4
(e) Increasing my decision making and career planning skills	1	2	3	4
(f) Gaining insight into the life styles, personal characteristics, and responsibilities of those in my career field.	1	2	3	4
2. The information and experiences in the mentorship phase of the project were relevant to my internship.	1	2	3	4
3. The information and experiences of the guidance lab phase of the project were relevant to my internship.	1	2	3	4
4. My place of work (during internship) corresponds well to my career field interest.	1	2	3	4
5. I am convinced that my choice of career field is right for me.	1	2	3	4
6. I am generally pleased with my internship placement.	1	2	3	4

OVER

7. Briefly describe activities and experiences occuring in internship during this reporting period. Include the types of responsibilities you have and a representative daily schedule.

Additional Comments:

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Career Education for Gifted
and Talented Project

Texas A&M University/A&M Consolidated ISD

Phase II/III

MENTOR/SUPERVISOR QUESTIONNAIRE

Participant Name (optional) _____ Date _____

Mentor/Supervisor (optional) _____ Interest Area (optional) _____

Department or Business (optional) _____

Please respond to the following statements by circling the number which best corresponds to your feelings concerning the project and your observations of the participant.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The project was described adequately to me by the staff.	1	2	3	4
2. The information packet was helpful in describing my responsibilities.	1	2	3	4
3. The time allotted for students to spend with me per day was sufficient.	1	2	3	4
4. Upon entry into this mentorship/internship, participant demonstrated adequate knowledge of the chosen career.	1	2	3	4
5. Student displays positive attitude and enthusiasm toward his/her chosen career field.	1	2	3	4
6. Student displays sound work habits such as appropriate appearance, dependability, promptness, and maturity.	1	2	3	4
7. Student displays knowledge of his/her interests, aptitudes, and abilities.	1	2	3	4
8. Student displays awareness of economic factors influencing career opportunities.	1	2	3	4
9. Student demonstrates career planning and decision making skills.	1	2	3	4

OVER

	Strongly Disagree	Disagree	Agree	Strongly Agree
10. Student demonstrates knowledge of life style required by the career field, necessary personal characteristics, and responsibilities that accompany work in this field.	1	2	3	4
11. The mentor-supervisor/student relationship is meaningful in terms of discussions held, ideas exchanged and experiences shared.	1	2	3	4
12. My participation in the mentorship/internship phase did not cause any significant inconvenience in the performance of my job responsibilities.	1	2	3	4
13. I would be willing to serve again as a mentor/supervisor if this project were replicated.	1	2	3	4
14. This student, in my opinion, is appropriately labeled as gifted and/or talented.	1	2	3	4

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Comments:

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Career Education for Gifted
and Talented Project

Texas A&M University/A&M Consolidated ISD

TEACHER QUESTIONNAIRE

Student Name (optional) _____ Date _____

Teacher Name (optional) _____ Subject (optional) _____

Please respond to the following statements by circling the number which best corresponds with your observations of the student.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. The student demonstrates knowledge of his/her skills, interests, and needs.	1	2	3	4	5
2. The student demonstrates knowledge of career information.	1	2	3	4	5
3. The student demonstrates awareness of economic factors influencing career opportunities.	1	2	3	4	5
4. The student demonstrates job acquisition and retention skills such as punctuality, courtesy, maturity, responsibility, etc.	1	2	3	4	5
5. The student demonstrates skills in career planning and decision making.	1	2	3	4	5
6. The student demonstrates knowledge of his/her selected career field in terms of required life style, necessary personal characteristics, and responsibilities accompanying the work.	1	2	3	4	5
7. The student's participation in the career education project has had a positive impact on your class in terms of information the student shares.	1	2	3	4	
8. The student's participation in the career education project has had a negative effect on your class.	1	2	3	4	

OVER

	Strongly Disagree	Disagree	Agree	Strongly Agree
9. The student's conduct in your class is generally appropriate (he/she is cooperative, interested and well-behaved).	1	2	3	4
10. The student usually completes all classroom assignments.	1	2	3	4

Comments:

Disclaimer

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Appendix F

REPORT BY THIRD PARTY EVALUATOR

FINAL AUDIT SUMMARY REPORT

Gifted and Talented Program

Center for Career Development and
Occupational Preparation
Texas A&M
College Station, Texas

Submitted by:
Educational Systems Associates, Inc.
Bruce Read, President

August, 1978

PREFACE

This report, while brief (due to the limited role of the auditor) reflects the auditor's role and provides a summary of the major recommendations made to the project.

As a point of interest, the auditor must mention his continued high regard for the project staff in this second project year, in that:

- The recommendations and considerations made by the auditor were again accepted openly and seriously, with most being readily incorporated into the project.
- The staff remained cooperative with and accommodating to the auditor, allowing "team" approach discussions rather than monologues.
- The staff remained concerned with working by the guidelines rather than just doing enough to get through.

ON-SITE ACTIVITIES

A major portion of the program auditor's activities involved a series of on-site visits to the project. The primary purpose of these visits was to monitor the accomplishments of project activities and to provide assistance and guidance to the project evaluation effort.

Three on-site visits were conducted by the ESA consultant on the following dates:

- November 28, 1977 - Pre-Evaluation Critique Visit
- April 5, 1978 - Evaluation Process Visit
- August 11, 1978 - Final Evaluation Report Visit

Pre-Evaluation Critique Visit

This visit was primarily concerned with the project's evaluation start-up activities. The thrust was to insure that appropriate evaluation strategies were being employed to allow the staff to conduct the evaluation in an orderly manner and to insure the proposed evaluation activities were being implemented. This visit was scheduled after project start-up to allow for the administration of pre-test prior to the visit.

Evaluation Process

This second visit took place after the project was in full implementation. The emphasis on this visit was focused on assessment techniques and tools to measure the various objectives (e.g., student

outcomes, parent reaction, staff and teacher questionnaires, etc.). Data analysis techniques were also discussed, one result being some finalization of studying "predictor variables" in identification and screening of students.

Final Evaluation Report Visit

This final visit was centered around a review and discussion of a draft copy of the project's Final Evaluation Report. The purpose of this discussion was to critique the Report on formatting, data organization, and alignment of results data to the project's objectives.

RECOMMENDATIONS

These several recommendations reflect those offered to the project staff throughout the project year. Many have already (during the year) been incorporated into the project.

(1). Make a definite effort not to contaminate the control group which has been selected for this year's project. In other words, don't provide any project services (other than pre-post testing). Should it be the desire of the staff to provide interpretive feedback of test results to the participants, wait until after post testing to do so.

(2). Code the pre-post survey test items (of CEMS) to the particular category of career education stated in each learner outcome objective. In other words, you will be ensuring the content validity of the survey test to the areas of desired outcome of each objective. In this manner you will be able to state whether a given objective has been attained.

(3). The CEMS is designed to measure student group profiles. In other words, the results will provide the percentage of students meeting the criteria on the CEMS test items. Therefore, consider conducting the analysis in terms of a mean gains between pre-post percentages. A statistic, such as a simple t-test will provide for determining significant increases between pre and post testing. This same procedure may be conducted on the mean gains between the control and experimental groups, using an appropriate statistic to determine significant differences in mean gain scores between these two groups.

(4). CONSIDERATIONS FOR TABLING AND ANALYSIS OF DATA

a. Conduct simple dependent t-tests for a test of significance for the CMI results.

b. Use two separate tables to report the CMI attitude and competency scales.

c. There are obviously several alternatives as to how much to cram into one table or how many separate tables. For example, I would probably go with three tables for the CMI data, since there are so many value areas.

d. In the interpretation and conclusion paragraphs (immediately following the tables in the final report) you can state which results were statistically significant (denoted with an asterisk) and make whatever other concluding statements that might be appropriate.

e. My sample table 10 illustrates how a bar-graph chart might display the CEMS data, should you choose to use this format.

(5) CONSIDERATIONS FOR FOLLOW-UP ACTIVITIES

a. The questions may be open-ended, requiring respondents to select one or more answers from among those provided.

b. Questions may be concerned with the respondent's personal background, factual knowledge, or attitudes and opinions.

c. The primary problem is that responses may not be truthful or accurate, and it is often difficult, expensive, or impossible for the investigator to determine their validity.

d. The respondent may make careless errors (e.g., writing in an incorrect number, checking the wrong response); he may make purposeful errors in the hope of conveying a favorable impression and avoiding embarrassing admissions.

e. Deciding whether the questionnaire items should be structured (fixed choice) or unstructured (open-ended).

f. Drafting and reviewing the items, pretesting, and possibly interviewing some respondents to discover problems that typical analyses will not uncover, and revising the instrument on the basis of all these inputs.

g. To reduce later processing costs, open-ended questions should be used sparingly to reduce the amount of coding and follow-up interviewing.

h. In addition, to increase response rates, questionnaires should be attractively laid out, should include information about the study to make people feel their responses will be useful, should include information about the study's sponsors to enable respondents to verify its legitimacy, should avoid questions that may seem as invasions of the respondent's privacy, should be short and as easy to complete as possible, and should be easy to return.

i. To increase likelihood of valid responses, questions should be as specific as possible to avoid respondent's putting their own meaning to words. For example, "How many hours a day do you usually watch TV?" "How many books have you read in the past month?" is preferable to "Do you read many books?".